



**This electronic thesis or dissertation has been
downloaded from Explore Bristol Research,
<http://research-information.bristol.ac.uk>**

Author:

Chim, Hastings

Title:

**Changes Experienced by Established Teachers After Inclusion Training, and the
Resultant Changes in Their Inclusive Practices**

General rights

Access to the thesis is subject to the Creative Commons Attribution - NonCommercial-No Derivatives 4.0 International Public License. A copy of this may be found at <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode>. This license sets out your rights and the restrictions that apply to your access to the thesis so it is important you read this before proceeding.

Take down policy

Some pages of this thesis may have been removed for copyright restrictions prior to having it been deposited in Explore Bristol Research. However, if you have discovered material within the thesis that you consider to be unlawful e.g. breaches of copyright (either yours or that of a third party) or any other law, including but not limited to those relating to patent, trademark, confidentiality, data protection, obscenity, defamation, libel, then please contact collections-metadata@bristol.ac.uk and include the following information in your message:

- Your contact details
- Bibliographic details for the item, including a URL
- An outline nature of the complaint

Your claim will be investigated and, where appropriate, the item in question will be removed from public view as soon as possible.

Changes Experienced by Established Teachers After Inclusion Training, and the Resultant
Changes in Their Inclusive Practices

Changes Experienced by Established Teachers After Inclusion Training, and
the Resultant Changes in Their Inclusive Practices

Chim Ho Yeung, Hastings

A dissertation submitted to the University of Bristol in accordance with the
requirements for award of the degree of Doctor of Education at the Faculty of
Social Sciences and Law

Graduate School of Education

May 2018

Word count: 44,625

Abstract

Inclusive education has been implemented in Hong Kong since the 1980s. However, the practice of inclusive education is controversial both locally and globally and has seen varying levels of success. Currently, Hong Kong is still in the process of developing its approach to inclusive education, and teachers' training is seen as crucial to its success. This study investigates changes that established teachers experienced after inclusion training and how these changes were related to their school-based inclusive practices. Four case studies were conducted using a mixed-methods approach comprising five semi-structured interviews, four self-reported psychometric measures on self-efficacy, and one lesson observation with each participant, over the duration of the course and up to two months afterwards. Data were analysed using thematic analysis of the interviews and descriptive data analysis of the psychometric measures. Data triangulation was supported by an integrated framework consisting of the affective, behaviour and cognitive model, self-efficacy theory, and the attitude-social influence-self-efficacy model based on the theory of planned behaviour. Based on this integrated framework, different macro and micro themes were developed through iterative engagement with both qualitative and quantitative data. This study concludes that the inclusion training developed the teachers' reflective capabilities - not solely due to the content of the training, but also how they were inspired to reflect on initiating changes in their thinking, resilience, flexibility and even their own identities. Such changes were related to their school-based inclusive practices, including how they reflected on their pedagogies, thinking and collaboration with their colleagues, and how they positioned themselves in an exclusive, unique, and important role. This profession is seen to have its own language, terminologies, and skills, which enable teachers to feel that they are specialists instead of regular teachers who are merely designated with the extra task of working with SEN students. The study has implications for researchers upon the use of mixed methods in studying inclusion training, and for teacher educators upon how their training programmes could support teachers' reflection on the ways in which their specialisation can help them cater for the diversity amongst learners.

Dedication

I dedicate this work to my lovely wife, Karen, who provided her wholehearted support and love to help me overcome many hurdles, especially during all the hardship in this decade. Your love has given me courage and self-esteem. Thank you, my beloved wife, for always being my heavenly shelter and my rock in my ever-changing life.

Undoubtedly, I am deeply thankful to my supervisor, Dr. Jo Rose, for her guidance and feedback. You do not only share your research skills and knowledge, but also care for and support your students with great passion.

I also want to thank my best friend, Dr. Holly Chung, who has provided me with so many profound insights along my doctoral journey, and also lent her support and patient ear.

Last but not least, I dedicate this work to my adorable two-year-old daughter, Eme. The days after your birth have been my happiest moments in my life because you have been my drive and my spirit.

Author's declaration

I declare that the work in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Research Degree Programmes and that it has not been submitted for any other academic award. Except where indicated by specific reference in the text, the work is the candidate's own work. Work done in collaboration with or with the assistance of others is indicated as such. All views expressed in the dissertation are those of the author.

Table of contents

Glossary.....	9
Chapter One: Introduction	10
Introduction	10
History of Education in Hong Kong	11
Inclusive Education in Hong Kong	13
Debates Surrounding Inclusive Education in Hong Kong	13
My Personal Perspective	16
Framing of the Research	19
Structure of the Study.....	19
Chapter Two: Literature Review	21
Introduction	21
History of Inclusion in the Global and Hong Kong Context	21
Definitions of Inclusion.....	25
Teachers' Attitudes Toward Inclusion	29
Teachers' Training for Inclusive Education.....	33
Teachers' Attitudes Toward Inclusion Training	34
How Teachers Learn To Teach in Inclusive Training	38
Theoretical Framework for Studying Inclusion Training	41
Research Questions... ..	48
Chapter Three: Research Design.....	50
The Ontological and Epistemological Approach of this Research, Informed by Post-Positivism.....	50
Integrated Theoretical Framework	52
Method: Case study	52
Site, Inclusion Training and Participants	53
Data Collection Methods.....	55
Thematic Data Analysis	60
Validity	64
Ethical Issues.....	65
Chapter Four: Transformation of the Participants.....	67
Introduction	67
Participant 1: YY	67

Participant 2: Ms. Chan.....	70
Participant 3: Suen	72
Participant 4: Cat	75
Summary	79
Chapter Five: Data Analysis	80
Introduction	80
Themes	81
Teachers' attitudes towards inclusion.....	81
How teachers felt about inclusion	81
How teachers thought about inclusion	82
How teachers intended to encounter inclusion.....	86
Teachers' acceptance of students with SEN.....	88
Changes in teachers' self-perceived capabilities	92
Increase in self-perceived capabilities	93
Decrease in self-perceived capabilities	96
Self-perceived capabilities in curriculum adaptation and discipline management.....	98
Peer influence.....	102
Colleagues	102
Mass media.....	103
Cultural influence	103
Teachers' intentions to change	104
Intended changes in teaching practices	104
Intended changes in collaborative practices.....	105
Lesson observation: intended changes	106
Reported changes in inclusive practices	107
Teachers' perception of their acquired inclusion training	108
Cognitive changes	109
Indicators of the SEN teaching profession	113
Actual collaboration with colleagues	113
Professional interventions for students.....	114
Collaboration with parents	117
Lesson observation: reported changes	117
Summary of the Research Questions	119

Chapter Six: Discussion.....	123
Introduction	123
Development of the Reflective Capabilities of Teachers	125
Cognitive processes, self-efficacy and reflective capabilities.....	127
Learning motivation and reflective capabilities	125
Missing link: reflective capabilities	129
Teachers' Reflection on Potential Changes and Their Actualisation.....	133
Reflective capabilities and teachers' potential changes in inclusion	133
Teachers' potential changes in inclusive practices and associated tensions.....	135
Tensions arising from the expectations of school leaders	136
Tensions related to the general public	138
Teachers' Potential Changes in Inclusion: Collaboration.....	140
How reflective capabilities stimulated changes in collaboration	140
Collaboration in inclusion	141
Summary	144
Chapter Seven: Conclusion	146
Introduction	146
Strengths and Limitations of the Study	146
Strengths.....	146
Limitations	147
Overall Conclusion.....	148
Contributions of the Study	149
Recommendations	151
Strengths of the integrated theoretical framework	151
Inclusion training and reflective capabilities	151
Need for Collaboration.....	152
Reconciliation of the Diverse Perceptions of Professionalism	153
Future Directions.....	155
Reference.....	153
Appendix.....	172
Appendix A The ethical consent approval from EdUHK.....	172
Appendix B The recruitment letter	173

Changes Experienced by Established Teachers After Inclusion Training, and the Resultant
Changes in Their Inclusive Practices

Appendix C Informed Consent form	174
Appendix D Interview protocol	178
Appendix E Self-reported psychometric measures	184
Appendix F Consent forms	196
Appendix G Interview summaries	220
Appendix H Lesson Observation	262
Appendix I GSoE Research Ethics Form.....	274

Glossary

ABC	Affection, Behaviour and Cognitive Model
ADHD	Attention Deficit Hyperactivity Disorder
APGO	Avoidant Performance Goal Orientation
ASD	Autism Spectrum Disorder
ASE	Attitude-Social Influence-Self-Efficacy Model
BAT	Basic Advanced Thematic (BAT) programmes,
BEd	Bachelor of Education
DDO	Disability Discrimination Ordinance
EC	Efficacy in using Collaboration
EDB	Education Bureau
EDUHK	The Education University of Hong Kong
EF	Executive Function
EII	Efficacy in using Inclusive Instruction
EMB	Efficacy in Managing Behaviour
HFws	High Frequency Words
HKALE	Hong Kong Advanced Level Examination
HKCEE	Hong Kong Certificate of Education Examination
HKDSE	Hong Kong Diploma of Education
HKEA	Hong Kong Examination Authority
ID	Intellectual Disability
IEPs	Individualized Educational Plans
IRTP	Intensive Remedial Teaching Programme
LGO	Learning Goal Orientation
PGO	Performance Goal Orientation
PPGO	Prove Performance Goal Orientation
PWDs	People with Disabilities
REI	Regular Education Initiative
SEC	Special Education and Counselling
SEN	Special Education Need
SENCo	Special Education Need Coordinator
TASH	The Association for Persons with Severe Handicaps
TPB	Theory of Planned Behaviour
UN	United Nations
UNESCO	The United Nations Educational, Scientific and Cultural Organization
WSA	Whole School Approach

Chapter One: Introduction

Introduction

This study examines how established teachers discern the changes they experience after inclusion training, and how these changes might be related to their inclusive practices in school. I will start by briefly introducing the concept of inclusive education, or simply, ‘inclusion’, and the role of inclusion training for teachers in inclusive education.

In education, ‘inclusion’ serves as a broad term to describe the inclusion of individuals with various needs in a school or community (Allday et al., 2013; Beacham & Rouse, 2012; Ellis & Tod, 2014). The notion of inclusion is influential for every individual in a society because each one has different dispositions and features as well as his/her own cognitive and physical needs (Koomen & Spilt, 2016). Based on this definition, every individual has the right to be included in a society and vice versa.

Many academics believe that inclusive education might serve as the initial platform for young learners to practice inclusion in the community (Jahnukainen, 2015; Miles & Singal, 2010; Miles, 2015). However, the concept of inclusion is controversial because it involves an in-depth understanding of the special needs of various individuals, along with their cultural and social background/contexts (Florian & Spratt, 2013; Forlin et al., 2015). Moreover, many teachers might be neutral or even negative towards inclusion, sometimes in relation to being confronted by discipline-related problems and pupils’ unsatisfactory academic performances in the classroom (Bates et al., 2014; Beacham & Rouse, 2012; Brunsting et al., 2014). To familiarize teachers with inclusive education and alleviate pressure, different forms of support, such as extra subsidies, teachers and teaching assistants, administrative support as well as equipment and teaching packages, may be offered (Avramdis & Nowrich, 2002; De Boer et al., 2011; Forlin et al., 2014). One potential means of support is the provision of teacher training. However, inclusion training, like inclusive education itself, is controversial: some perceive such training as insufficient or impractical (Feng &

Sass, 2013; Forlin et al., 2015). This makes inclusion training an interesting research topic among teacher educators.

Given the ongoing debates about inclusive education and training, this study aims to understand the ways in which training in inclusive education is experienced by established teachers. The focus will now shift to Hong Kong, which is the context of this study. The following section will begin with an overview of the history of the education system in Hong Kong.

History of Education in Hong Kong

The education system in Hong Kong is rooted in elitism, which originated from Confucianism and has long been entrenched in traditional Chinese culture for five thousand years (Wong, 2002; Yuen & Westwood, 2001). The early education system in Hong Kong can be traced back to the time when rich villagers could afford private teachers for their children. Hence, education became an indicator of high socio-economic status (Forlin, 2010). During that time, the curriculum (in line with the principles of Confucianism) emphasised education as a measure of individual performativity, and elite individuals with a good education were selected to serve the king (Malinen et al., 2012). Confucianism also focuses on obedience to the king and filial piety to parents. Thus, misbehaviour in daily living is strictly prohibited and suppressed, and sought to be corrected through education. The ultimate belief of Confucianism is to nurture obedient citizens with proper knowledge and the capability to perform good deeds (Tait & Mundia, 2013). Thus, in the pre-colonial period, education was considered to be prestigious and restricted to the rich and noble class.

When Hong Kong was colonized by the UK in 1841, its education system was transformed by the British government. Coming forward to more contemporary times, in 1978, primary and secondary school education became compulsory due to clamour from the low-income masses who insisted that education be considered a basic human right (Poon & Lin, 2015). Since then, 94% of students enrolled in neighbourhood schools. Secondary school students who completed the fifth year of study were required to attend the Hong Kong Certificate of

Education Examination (HKCEE) to move on to the Advanced Level (A-level). An average of 15% of the students passed the exam, but this did not guarantee their enrolment to the two universities—Hong Kong University and Chinese University of Hong Kong. Students who attended A-level were required to pass the Hong Kong Advanced Level Examination (HKALE) before undergraduate studies. According to Hong Kong Examination Authority (HKEA), only one-third of the students survived this examination. In short, only 5% of the overall student population could attend the two local universities, and some chose to study abroad if their parents could afford the expenses. Hence, secondary schools with a better university acceptance rate were considered to have higher performativity. The limited intake in these prestigious secondary schools and universities might have initiated elitism in the contemporary Hong Kong Education system.

After Hong Kong was returned to China by the UK in 1997, the Hong Kong education system changed considerably (Leung & Mak, 2010; Poon & Lin, 2015). For example, the HKCEE and HKAL have been replaced by the Hong Kong Diploma of Education (HKDSE), which shortened the seven years of study time to six years in secondary schools. Furthermore, more subsidised and self-financed universities were established (Poon & Lin, 2015). Both educational reforms were implemented to ensure that secondary school graduates had a better chance at further or higher education. Nonetheless, the elitist nature of the education system and the rigid examination requirements have not been changed; that is, the performativity of students is still prioritized (Forlin & Rose, 2010). The school education system in Hong Kong has long been criticised because of the emphasis on exam grades, using drilling and rote memorisation of subject knowledge without an understanding of the essence of the topic (Sharma & Chow, 2008). In this context, the number of students who passed the university entry examination indicated the success for secondary schools. This has popularized cram schools in Hong Kong which helped students pass public examinations. In conclusion, education in Hong Kong is still centred around an elitist system that places much importance on performativity and is not favourable for SEN students.

Inclusive Education in Hong Kong

Although elitism is rooted in the education system of Hong Kong, there have been various education reforms around learning diversity (Poon & Lin, 2015). Inclusive education, as part of the political and educational discourse, is one of the most controversial reforms in Hong Kong (Forlin, 2010; Forlin et al., 2014; Poon & Lin, 2015). Before the 1960s, most special education need (SEN) students in Hong Kong were enrolled in private schools (Forlin & Sin, 2010). In 1960s the private sector and religious groups took care of students with SEN through medical interventions, and students who could not afford the tuition fees were excluded from private schools. Different educators, charitable organisations and the general public perceived unfairness towards students who were financially disadvantaged or had SEN. In 1978, a request was made and approved for free and mandatory education for primary and secondary school students (Forlin & Sin, 2010). In 1990, the Intensive Remedial Teaching Programme (IRTP) was introduced to mainstream schools to cater for those with normal ability but low levels of achievement or learning motivation. Later, in 1997, a pilot inclusion programme was conducted in seven primary and two secondary schools, which admitted five and eight students with mild SEN (Wong, 2002). Finally, in 2000, the EDB began advocating the whole-school approach (WSA), which entailed the incorporation of students with SEN into mainstream classrooms and thus signified the beginning of inclusive education in Hong Kong.

Inclusive education, then, has been part of the political and educational discourse in Hong Kong for four decades now. The following section will briefly describe the various debates surrounding inclusive education in Hong Kong.

Debates Surrounding Inclusive Education in Hong Kong

Inclusive education in Hong Kong can be defined as a platform through which disabled students or those with special educational needs can engage in various

societal and educational activities, including learning, occupational, entertainment, commercial and familial activities (Corbett, 2001; Flem, Moen, & Gudmundsdottir, 2004; Forlin, 2010). This includes activities in mainstream classrooms with learning diversity without being withdrawn or isolated from society. To meet the objectives of inclusion and help individuals succeed in their learning, teachers need to adjust their teaching objectives and expected learning outcomes (Forlin, 2007; Ruijis, Van der Veen, & Peetsma, 2010). However, many teachers report neutral or slightly negative attitudes towards inclusive education because of the perceived contradiction with the high performativity advocated by elitist examination-driven education system (Wong, 2002; Yuen & Westwood, 2001), particularly because students with special cognitive needs often do not perform satisfactorily in an examination (Forlin & Sin, 2010). The difference between learning at diverse paces as per the government's definition of inclusion, and learning at the same pace for academic excellence, may explain the general public negative opinion that inclusion is difficult because it places less emphasis on performativity (Wong, 2002; Yuen & Westwood, 2001). Moreover, allowing students with SEN to work at a slow pace might not align with the 'one size fits all' approach that is prevalent in Hong Kong education (Forlin & Sin, 2010). In practice, teachers find it difficult to raise the academic performativity of SEN students even with specialized curricula and assessment methods (Engelbrecht, 2013; Mitchell, 2014; Round et al., 2016). Essentially, SEN students, especially those with cognitive difficulties, can be low academic achievers; hence, teachers might feel helpless when assisting them. The students' performativity can also be related to that of their teachers, because some schools evaluate their teachers upon the academic outcomes of their students. Therefore, some teachers might feel that assisting SEN students academically does not benefit either themselves or the other students (Malak et al., 2017; Talmor et al., 2005). Furthermore, some teachers prefer the existing examination-driven teaching approach, so eventually engage less in inclusive practices and continue with the prevalent norm-referenced examination system (Pearson et al., 2003). The challenges in implementing inclusion, then, might lead to superficial inclusion in practice because of the barrier created by students' performativity (Pivik et al., 2002). At the school level, some heads might hesitate to inform the parents of their current

inclusive practice, as effective inclusive practices may increase the enrolment of students with SEN, which could have a negative impact on the school's academic reputation (Wong, 2002; Yuen & Westwood, 2001). Therefore, given that inclusive education contradicts the elitist exam-driven approach (Wong, 2002), the emphasis on academic excellence could be a major obstacle in implementing inclusive education in Hong Kong (Pearson et al., 2003).

At an administrative level, the Hong Kong EDB is flexible on how inclusion can be initiated, assessed and evaluated and assisted (Forlin, 2010). However, such flexibility could confuse school heads and teachers, as inclusive practices vary widely (Avramidis & Norwich, 2002; Miles & Singal, 2010). Some teachers and school heads have, in vain, requested more explicit guidelines to help them implement inclusive education (Forlin & Sin, 2010). Owing to perceived ambiguity of inclusive practices, some teachers reported inconsistent inclusive practices among their colleagues because of inadequate communication and understanding – this may also be confusing for students with SEN (Ling et al., 2010).

Negative labelling of students is another issue from some school heads (Ellis & Tod, 2014). That is, when teachers focus too much on students with SEN, inclusive education may transform into special education, violating its core principle of being against discrimination (Jahnukainen, 2015). Additionally, some teachers may be negative toward inclusion when school leaders are unsupportive of inclusion and efforts to implement it (Flem & Moen et al., 2004; Sharma & Chow, 2008; Slee, 2013). Moreover, teachers are concerned about limited resources, such as specialized teaching materials/packages, extra teachers, support from teaching assistants and the administration, and clear instructions from their school heads (Sokal & Sharma, 2014). Sharma and Forlin (2015) pointed out that frontline teachers usually regard inadequate resources as an obstacle for inclusion – in particular access to specialist support staff, such as SENCos and education psychologists, is seen as a problem (Round, Subban, & Sharma, 2016).

Teachers may also be concerned about collaboration with other colleagues, even though collaboration can support inclusive practices. Collaboration involves time and tolerance, and some teachers believe that working individually might be more efficient and effective (Luke et al., 2016). Teachers might worry that inclusive practices may pose a threat to other teachers possessing inadequate knowledge of similar practices. Hence, working towards inclusion might cause tension to teachers' relationships (Luke et al., 2016). Finally, maintaining a balance in their efforts between mainstream and SEN students might be problematic for inclusion teachers because of students' diverse learning needs and paces.

Overall, inclusion has been controversial in Hong Kong because of its complexity and restrictions, even though it has been advocated and developed for several decades. Teachers might still hesitate to implement inclusive practices because of concerns about students' performativity, the ambiguity and inconsistency of teaching methods, negative labelling of students, lack of recognition and support by school authorities, lack of resources, difficulties in collaboration and maintaining a balance between normal and SEN students. In the following section, I will briefly describe my personal perspective based on my experiences at a low-achieving inclusive school and as an educator for inclusive teachers.

My Personal Perspective

I have been a teacher in Hong Kong for 17 years, of which 6 years were spent in a primary school, and 6 years as an English panel head in an inclusive school setting where 70% of the students had dyslexia and other SENs such as emotional disorders. The other two years were spent as an English teacher in a prestigious direct-subsidised school. Eventually, I started my university career as a lecturer in the Special Education and Counselling Department (SEC) of the Education University of Hong Kong (EDUHK) in 2014 on inclusive education teachers training.

Serving in a primary school in the rural area, I noticed that the school head assigned SEN students to one class with one teacher since SEN students were deemed to interfere with the education of elite students. However, I felt these SEN students were ‘caged’ and forfeited the right to communicate and interact with the others. After six years, I quit my job and served a secondary school, in which 70%–75% of the students had various SENs, including cognitive, behavioural and emotional disorders. During my service, my understanding of students with SEN deepened, especially after being assigned as the English Panel Head.

In my role as the English Panel Head, I was enthusiastic and passionate about helping students with SEN because I felt it was my mission to help the disadvantaged. I started introducing school-based interventions and drama activities to engage students’ learning interests, including different collaboration programmes with universities. However, I soon realised that it was difficult to implement an inclusive curriculum owing to diverse opinions from the team members upon collaboration and allocation of resources, unrealistic expectations of the senior teachers, discipline issues and the frustration of parents of the SEN students. I was saddened to see that the school was unable to help students pass the public examination, resulting my doubt on my professional identity as a teacher.

Surprisingly, some students with SEN devised their own ways to succeed non-academically after graduation, for example, by becoming chefs, stall workers or event planners, which did not require impressive academic records. Nevertheless, after 6 years, I could no longer stand the tension and grievances that my position bore, especially after the appointment of a new principal who came from a high-achieving school and was not notably supportive of inclusion. I found it difficult to continue working at the school from an emotional perspective. I felt that working at a high-achieving school might give me new insights and make my work easier. Therefore, I quit as Panel Head and started serving at a centenarian direct-subsidised school, which was consistently ranked top third in the Hong Kong education system.

My two years of service at the prestigious high school were an entirely different experience because the students were highly competent both academically and physically—to the extent that they sometimes challenged me academically. That was when I realised how polarising the education system in Hong Kong could be. I felt that teaching high achievers was a great responsibility because I needed adequate and accurate subject knowledge, experiences and skills to convince them that I was capable of teaching them. In retrospect, taking care of SEN students should also be considered a specific teaching profession because, unlike the high achievers whose performance can be measured with academic awards and competitions, the improvements of SEN students are neither implicit nor measurable, but could be reflected in their social interactions, confidence level and perceived capabilities. Meanwhile, in my two years of service, I felt that the Hong Kong EDB appreciated high-achieving schools and their teachers, which in turn, made me feel that teachers who served in low-achieving schools have been marginalised along with their SEN students. Surprisingly, in 2014, an adjunct assistant professor, whom I was familiar with, invited me to serve as a lecturer to in-service teachers in a commissioned inclusion training program because of my diverse teaching experiences and my pursuit of a Doctoral degree.

The experiences I have accumulated as a teacher educator have provided me with a rich personal understanding and a high level of curiosity about inclusive education. I needed to educate teachers on how to adopt inclusive practices, which was challenging because I had to convince myself and the teachers that inclusion was realistic and workable despite the hurdles that they would face, as I had done in the past. I suggested that the teachers customise their inclusive practices instead of purely adhering to the guidelines from EDB. I also advised them to prioritise their well-being as they would gradually succeed in their inclusive programs. I then shared my successful experiences with the teachers, such as the use of drama and multimedia as multisensory strategies, and also helped them achieve their inclusive goals. I felt that being the mediator between teachers and the challenges they perceive in their inclusive practices had become my mission to enhance their perceived capabilities and help them overcome the hardships during inclusion.

Framing of the Research

Inclusion as a topic of study has aroused my interest because of the tension between performativity and inclusion agendas, as well as the technical complexity and discipline issues perceived by inclusive teachers. This study aims to investigate the attitudes of teachers towards inclusion in Hong Kong, and how inclusion training might affect their attitudes. Subsequently, I would like to study what changes teachers experience in their training and how these changes might be related to their school-based inclusive practices. The research questions will be presented in the last section in Chapter Two.

Structure of the Study

This study has seven chapters. In the introductory chapter, I briefly discussed inclusion and related debates in the context of Hong Kong, as well as my personal experiences in inclusive education. In the literature review of Chapter Two, I discuss the history of inclusion and its diverse interpretation, as well as teachers' attitudes towards inclusion from international and local perspectives. The focus will then be on teachers' attitudes towards inclusion training, with reference to self-perceived teaching capability. The focus will subsequently be narrowed down to the various professional inclusion training programs and how teachers experience these programs. The next section explicates various theoretical frameworks deployed in studying inclusion training. Finally, the research questions and the integrated theoretical framework used in this study are introduced.

Chapter Three presents the methodology, which focuses on the post-positivist ontological and epistemological basis of this study. Subsequently, the study focus is discussed, along with details of the inclusion training and background of the participants. The following section presents the four case studies with detailed discussions on the data collection methods, including lesson observation, self-reported psychometric instruments and semi-structured interviews. The next section explains how thematic analysis is used, and the last section details the validity of the findings and ethical issues.

Chapters Four and Five present the results. Chapter Four focuses on the change process of the four participants before and after the inclusion training in terms of their background, the problems they encounter and how they overcome those difficulties. With reference to the thematic analysis, Chapter Five details the changes in the participants' attitudes, self-perceived teaching capabilities and social influences after training which inspire how they plan and change their existing inclusive practices at school. These sections are interpreted in the light of the combined theoretical framework, with the major and subordinate themes based on thematic analysis of data from the interviews, self-reported psychometric instruments and lesson observations.

Chapter Six focuses on discussion of the following key elements: teachers' reflective capabilities, self-efficacy, colleague collaboration and expected outcomes of the training. Chapter Six also discusses the findings in light of new themes with the latest literature. Chapter Seven presents the conclusion, which focuses on the implications of this study, as well as its various strengths and limitations. This chapter also discusses the overall conclusion and contributions of this study.

Chapter Two: Literature Review

Introduction

This chapter will briefly explain the history and nature of inclusive education. It will also discuss the diverse definitions of ‘inclusion’ according to academics and practitioners from different countries worldwide. Next, I focus on teachers’ attitudes towards inclusive education and training. Finally, the last section details the various theoretical frameworks employed in studying the teachers’ attitudes towards inclusive training.

History of Inclusion in the Global and Hong Kong Context

How people with disabilities had been treated has radically changed over the centuries. Before the 1940s, people with disabilities (PWDs) used to be regarded as a burden to society, especially in Europe, so they were excluded or manipulated for entertainment (Kiansiji, 2015). To protect PWDs, philanthropists recommended that PWDs be treated in mental asylums. Later on, in the 1950s, special private schools were established to provide vocational training and customised curricula for people with sensory impairments (Ferguson, 2008). When individuals with disabilities were attending the private schools, the government accepted PWDs into their subsidised schools as well. The 1960s saw the popularization of mainstream education, where PWDs were accepted into mainstream subsidised schools instead of special schools. For instance, special schools were closed in Scandinavian countries, such as Denmark and Sweden (Kiansiji, 2015). Nevertheless, mainstream education was criticised because of less consideration of the wide diversity among individuals (Armstrong, 2009). Hence, some people defended the original special school setting, but this was also criticised because PWDs were negatively labelled or excluded from the mainstream classrooms (Brunstling et al., 2014). In response to critics of the special school setting, integration was advocated as a possible solution (Ainscow & Cesar, 2006). In 1981, the first declaration on integration was made at the World Conference on Action and Strategies for Prevention, Education and Rehabilitation for PWDs in Torremolinos (UNESCO, 1981), in which two major concepts—‘special education needs’ and ‘least discriminative environment’.

In the US, following proposals that were put forth between 1975 and 1981, government consultants implemented the Regular Education Initiative (REI) movement, which legitimised the integration of special and general education programmes that required all students to enrol in the regular school setting (Ellis & Tod, 2014). Despite some opposition against integration, another movement similar to REI was started by The Association for Persons with Severe Handicaps (TASH) and also advocated equal rights and the well-being of PWDs. Unlike REI, the new movement by TASH argued both special and general education must be unified into a Whole School Approach (WSA) (Forlin, 2006). REI may have formed the foundation of inclusive education, and TASH indicated that regular schools addressing the needs of all students through an enhanced curriculum can be regarded as inclusive schools. According to Ainscow (1991), inclusive schools are characterized by effective administrative leadership that provides clear instructions to enhance students' learning with high expectations on students and confidence in their teachers to achieve such goals. Additionally, inclusive schools are also required to offer a diverse but balanced curriculum that can be adapted to all learners, and to monitor learners' progress. These schools are also expected to support the teaching staff with workshops and staff development programs in an orderly and safe atmosphere (Jahnukainen, 2015).

Recent research on inclusive education emphasizes WSA to inclusion and how teaching strategies for all students could be addressed (Humphrey & Symes, 2013). In the early 1980s, research on teacher education by UNESCO (1981) in 14 different countries found that most general education teachers were willing to include SEN students in their regular classrooms but worried about their skills in implementing inclusive practices (Engelbrecht, 2013). This finding highlighted the need for training in this field, especially for in-service established teachers. In line with this, Ainscow (1994) initiated a project that provided instructional strategies and teaching material for teachers to help their inclusive practice. These resources were developed across 80 countries, including Africa, Asia, Middle East, Europe and Latin and North America, and aligned with different cultural needs. The resources were widely recognised in terms of inclusive

practice, skill acquisition and confidence boosting for regular classroom teachers. These developments led to the establishment of the Salamanca Statement and Framework for Action (UNESCO, 1994) in Spain that aimed to eliminate exclusion of pupils with SEN. This statement was subsequently supported by UNESCO's (1997) 'No Child Left Behind' announcement, which deepened the worldwide focus on inclusion, although African countries have not pursued inclusion to the same extent as other nations (Donohue & Bornman, 2014).

I will now shift focus to inclusion in the context of Hong Kong and further discuss the process, context, content and people involved, using Burke's (1994) organisational change model to frame the issues. Inclusion in Hong Kong dates back, in official terms, to the first White Paper (Government of Hong Kong, 1995), which outlined the development of a special education policy for the integration of SEN students into regular schools. This was deemed as a blueprint for instructing the EDB or private sectors on the identification, intervention and assessment of SEN students. Subsequently, the second White Paper (Hong Kong Working Party on Rehabilitation Policies and Services, 1997), based on equal opportunity, was crucial in changing the definition of special education as a form of rehabilitation to a basic right of students and the duty of all teachers (Forlin & Sin, 2010). Hence, enrolment in special schools was based on need, and tertiary institutes needed to guarantee the inclusion of SEN students who attained the threshold academic requirements. Founded on the Salamanca Statement (UNESCO, 1994), in 2001 the Code of Practice of the DDO was adopted to support education practitioners in designing their practice, counteracting discrimination and providing SEN students and their parents with an understanding of their basic rights and duties. In a way, the publication of the Code of Practice signals the maturity of inclusion reforms in Hong Kong (Yuen & Westwood, 2001).

Practically, the content of the curriculum for inclusive education in Hong Kong required a radical redesign, along with relevant policies, resources and equal inclusion opportunities for the academic and social success of inclusion (Sharma & Chow, 2008; Wong, 2002). Other important factors could include adapting proper curricula and effective training for teachers, who could be assisted with

comprehensive, multi-agency collaboration (Avramidis & Norwich, 2002). Among these elements, teacher education on SEN was prioritised (Forlin, 2007). The Hong Kong government now requires all student teachers to receive pre-service training on SEN to enrich their acquisition of their inclusive practices (Stella et al., 2007); this is to standardize the elements associated with the incorporation of SEN into the initial teaching training.

The recipients of inclusion training include pre-service and in-service teachers. In Hong Kong, , the first special education programmes were offered at Sir Robert Black College in 1983 and the first bachelor's degree with a specialisation in special education in 1995 (Forlin & Sin, 2010). After the establishment of the EDUHK, a new course, Teaching Children with Special Education Needs, was further introduced to address the needs of in-service teachers working at special schools. In 2003, an exclusive BEd programme for SEN specialisation was launched. Simultaneously, postgraduate courses based on special education were also initiated in the Master of Education (MEd) and then Doctor of Education (EdD) programmes in 2007 and 2008, respectively. At present, the EDUHK serves as the only major university with several training courses in special education, including at postgraduate level. This provision led to an increase of of teachers who received inclusion training and held relevant degrees from 2007 (Forlin, 2012).

To improve inclusion training for in-service teachers, in 2007 the EDB assigned the EDUHK to operate a range of Basic courses (30 hours), Advanced courses (102 hours) and Thematic courses (120 hours) as a (BAT) contract-based project that covered three consecutive years and accommodated a minimum of 15 classes (approximately 600 teachers). The project was part of a five-year professional teacher development plan for inclusive education, which aimed to equip 10% of the teachers in each school to manage learning diversity in their classrooms (Forlin & Sin, 2010). During training, substitute teachers would replace the participants released from their school duties. Apart from theory, the course content focused on various teaching experiences, case studies, group sharing, reflection and practicum as well as the teachers' reflections and pragmatic skills to cultivate affirmative attitudes towards reform (Forlin, 2007).

Summary

The concept of ‘inclusive education’ first emerged in the 1980s, which later underwent transformation from early exclusion to subsequent integration and inclusive education, and also witnessed various propositions and opposition along the way. A milestone in inclusive education was the UNESCO conference in 1994, which led to substantial developments and research in this field. In Hong Kong, inclusive education officially originated from the first White Paper in 1995, which advocated the incorporation of SEN students into mainstream classrooms. This was supported by the Code of Practice of the DDO in 2001, which helps education practitioners design delivery. Although the UNESCO (1997) and the Salamanca Statement (1994) presented various outlines for inclusive education, the concept of inclusion is still interpreted and implemented diversely after almost two decades. The following section will detail the various definitions of inclusion and the ways in which it has been practiced.

Definitions of Inclusion

Inclusion has many conceptual definitions upon equity, access, opportunities and rights, but these definitions are not tightly framed so can lead to confusion and potential misconceptions in practice and research (Loreman et al., 2014). In other words, inclusion can actually be defined on many levels and in many ways. Loreman et al. (2014) emphasised the original conceptual meaning of inclusive education in the Salamanca Statement (1994) which indicated that ordinary schools may adopt inclusive practices to educate all students because inclusive education is a basic human right. Conceptually, inclusive education might be defined as removing students’ barriers to mainstream participation in education. Hence, different inclusive educators posit that the dichotomy between special and mainstream schools is no longer effective (Florian, 2008; Jahnukainen, 2015). Kiansiji (2015) further suggested that inclusive education opposes the exclusion and marginalisation of students with diverse learning abilities. In the definition of inclusion by Kiansiji (2015), inclusion encompasses the availability of opportunities, the system’s acceptance of disability and diversity, as well as the elimination of bias, prejudice and social injustice. However, all these definitions are very broad, and do not clearly define how inclusive teaching is delivered,

how the teaching materials could be differentiated, how the teachers could access the curriculum and how SEN students can be included (Das & Sarkar, 2015). Nevertheless, conceptual inclusion is important as it serves as an underlying assumption that supports concrete inclusive practices. In fact, many countries have adopted conceptual ideologies of inclusion, and those that do not may have little idea of how they can achieve inclusion (Donohue & Bornman, 2014).

Florian (2008) attempted to make inclusive practices more feasible, by suggesting the use of a school-centred approach that maximizes the quality of education for all students accommodated in the class. In this, teachers could enhance their teaching strategies for all students. This definition of inclusion might be related to the academic perspective on how an enhanced and differentiated curriculum can accommodate the learning diversity within in a class. Nevertheless, how teachers balance their management of high and low achievers, particularly in classrooms with polarised diversity, may present a problem (Das & Sarkar, 2015). Some teachers are critical about how an enhanced curriculum could cater for all diverse learning needs. Specifically, the debate about heterogeneous and homogeneous grouping raises a critique of academic inclusion (Liasidou, 2016). From the perspective of the Salamanca Statement (1994), SEN students should be grouped with mainstream students so that the able ones can help the weaker ones (Miles & Singal, 2014). However, some teachers complained that the able ones might be dominant in their own groups because of the slow pace of the SEN students. Hence, some teachers still prefer homogeneous grouping.

Physical inclusion is another way of thinking about inclusion practices. For example, in Norway, students of the same age are not segregated into withdrawal classes, but provided with the necessary support (Jordan et al., 2009; Round et al., 2016). Physical inclusion refers to the placement of students within the same class – but while the ideal is that all pupils are able to fully participate in the curriculum through differentiated materials, physical inclusion may not necessarily refer to full academic participation (Jordan et al., 2009; Round et al., 2016). Moreover, even though SEN students are often accommodated with other

students of the same age, they may also be separated into different classes for a single lesson. For instance, in a mathematics lesson, a whole class could be split into three levels so that teachers can cater for the diverse needs of students. However, the idea of streaming same-age students into groups might violate the notion of physical inclusion (Jensen, 2015).

Social inclusion has been highlighted by some researchers, who describe it as the opportunity to develop friendships beyond the classroom (Jordan et al., 2009; Round et al., 2016). To support social inclusion, teachers need sufficient resources and development opportunities to improve their students' socialization (Das et al., 2013). Social inclusion led researchers to consider how students with SEN can be integrated into the community (Slee, 2013), leading to discussions around how students perceive themselves and their learning in their respective communities (Waitoller & Artiles, 2013). Therefore, social inclusion may be less about the identification – assessment - intervention model, than one that emphasises an SEN student's integration into the community as a member. Researchers have hence attempted to call for systematic and supportive policies for social inclusion (Hardy & Woodcock, 2015). However, the notion of social inclusion as an integral part of inclusive education is not necessarily straightforward. First, socialisation between mainstream and SEN students is not guaranteed when they are assigned to one classroom. Second, some students with SEN might be bullied by other mainstream students in the same classroom, leading to potential problems with social interaction (Breeman et al., 2015).

Given the diverse concepts of conceptual, academic, physical and social inclusion, Booth and Ainscow (2002) developed an index of inclusion used by both academics and school communities to understand the nature of inclusive education in different contexts. This index consists of three main domains: creating inclusive cultures; producing policies; and evolving inclusive practices. These domains combined conceptual inclusion (cultivating inclusive cultures), academic inclusion (catering for learning diversity), social inclusion (building friendships with others) and physical inclusion (allocating resources). Although this index is seen as useful, some teachers feel that it is beyond their authority to

reflect on the practice of the entire school (Sharma & Sokal, 2016; Waitoller & Artiles, 2013). Thus, they might only have a vague notion of inclusion and inclusive practice (Forlin & Chambers, 2011).

From the perspective of policies and economics, inclusive education has entered a new era, because of the political and economic agenda on account of the decreased budgets (Thomas, 2013). However, Florian (2014) and Loreman et al. (2014) argued that attempting to have a unified definition and practice of inclusive education is potentially problematic to policies and economics due to the ever-changing nature of inclusive practices. Hence, the definition of inclusion may still be regarded as too ambiguous or broad to be interpreted globally and locally. In fact, Slee (2013) criticised the notions of both inclusion and exclusion since inclusion might actually create disadvantaged students who receive conditional and tenuous support from teaching assistants in the classroom, rather than personalised support from teachers. An adverse effect of inclusion is the increase in SEN diagnosis, alongside the increase in the requirement for finance for support (Hardy & Woodcock, 2015). Slee (2013) pointed out that those implement inclusive practices should create their own definitions of inclusive education, rather than fitting their practice to the conceptualizations of others.

The diverse definitions of inclusive education have created many complexities in terms of culture and contexts. Recently, the UNESCO (2012) has redefined inclusion as the acceptance of students with diverse learning needs and the use of proactive measures to diminish obstacles to such students' full participation. This definition explicates that schools need to support all children to succeed disregarding their competencies and backgrounds. UNESCO suggested inclusion can be achieved by focusing on information, policies, IEPs, student interactions, teachers, collaborations with parents and communities, assessment and teaching strategies.

Some teachers presented partial inclusion as a solution to the complexity of defining inclusion. In partial inclusion, SEN students are not accommodated in the mainstream classroom at all times, but only when socialising with their

classmates (Jensen, 2015). Occasionally, teachers perform interventions for SEN students in a withdrawal class upon their students' learning progress. Partial inclusion may cater flexibly for the needs of students in regular classrooms. Some parents of students with autism also favoured the idea because their children may be bullied in mainstream classrooms (Miles & Singal, 2010). However, there is still a need to assist SEN students in establishing social relationships with others (Fuchs, 2016). Moreover, some teachers may regard partial inclusion as a 'dumping pit' for difficult-to-handle students (Fuchs, 2016). Conceptually, some inclusionists argued that partial inclusion might resemble exclusion in the past because students with SEN are still segregated from the whole class regularly, resulting in less socialisation (Jensen, 2015).

Conceptual, academic, physical and social inclusion, then, have various strengths and weaknesses in the context of inclusive education. The integration of these four types can help form a comprehensive definition of inclusion. In this study, I focus on academic and social inclusion, because teachers might not have much authority on conceptual inclusion in their schools or physical inclusion related to the campus setting and equipment. In other words, I aim to focus on how teachers reflect on catering for students' learning and behavioural diversity.

Summary

To summarise, inclusive education has diverse definitions based on the perspectives of teaching practices, politics, economics and socio-cultural contexts, and these diverse interpretations of inclusive education have led to controversies. The focus here is narrowed down to how frontline teachers view inclusive education. In the following section, I will discuss teachers' attitudes towards inclusion in both the local and international contexts.

Teachers' Attitudes Toward Inclusion

Many teachers support the ideology of inclusive education, which caters for SEN students in mainstream classrooms (Avramidis & Norwich, 2002; Miles & Singal, 2010; Poon-McBrayer, 2004; Slee, 2008; Slee & Allan, 2001; Thomazet, 2009). However, although they conceptually agree with the notion of inclusion, many

teachers believe that it might impede their teaching due to inadequate teacher education, limited exposure to the inclusive curriculum design and insufficient understanding of students with SEN (Ainscow & Cesar, 2006; Byers & Lawson, 2015; Ferguson, 2008; Yuen & Westwood, 2001). Similarly Loreman (2014) highlighted that teachers' major concerns about inclusion are insufficient time, unequal support for mainstream and SEN students, insufficient training and inadequate school support.

Conceptually, teachers might be confused by controversial and ambiguous interpretations of inclusion (Loreman et al., 2014). When inclusion refers to the elimination of exclusion and marginalisation, teachers' attitudes towards inclusion might focus on the broad diversity among students (Miles & Singal, 2010). However, if teachers merely focus on SEN students, inclusive education would then become special education, contradicting the anti-discrimination and marginalisation nature (Jahnukainen, 2015). Additionally, cultural diversity might influence the way in which inclusive education is interpreted or enacted, which then provides additional complexities for teachers (Ellis & Tod, 2014).

Some teachers might be negative towards school policies, the administration and classroom practices around inclusion. Loreman et al. (2014) illustrated inputs, implementation processes, and outcomes in inclusive education, in which the major themes are policy, teacher professional development, resources and leadership as well as curriculum. The implementation process refers to the school environment, school practices, collaboration and shared accountability as well as the support received by an individual, for example, the school-based inclusive policy which is linked to the school climate (attitude), school practices and shared responsibility. Herein, the outcomes of inclusion are reflected by the students' participation and achievement as well as their expanded options after graduation. Although the outcomes of inclusive practices are directly related to the learning of students, many teachers may resist inclusion because school heads are deemed unsupportive of its practice and their efforts (Flem, 2004; Moen et al., 2004; Sharma & Chow, 2008).

Some teachers might find it difficult to raise the academic standard of SEN students (Engelbrecht, 2013; Mitchell, 2014; Round et al., 2016). Although teachers can try using different curricula and assessment strategies, the learning progress of SEN students is usually slower than that of mainstream peers, leading to potential failures in public examinations (Byers & Lawson, 2015; Das & Sarkar, 2015). Therefore, teachers may have less confidence in supporting SEN students, especially those with cognitive difficulties, particularly where schools and teachers value academic attainment over non-academic outcomes.

Teachers may also be concerned about the behavioural and emotional state of SEN students (Malak et al., 2017; Talmor et al., 2005). First, teachers might feel uncertain about disciplining SEN students when they affect teaching practice, others' learning or the safety of the classroom. Second, teachers may feel ill-equipped to work with these students in the way that educational or clinical psychologists do. Third, teacher appraisals may be related to their discipline control, so behavioural issues might be detrimental to the teachers' appraisals (Savolainen et al., 2012). Some teachers may also find it difficult to cater for the needs of both SEN and mainstream students because the mainstream students may actually be left behind (De Boer et al., 2011). For instance, when teachers simplify the learning material for SEN students, mainstream students who could have achieved more highly might be disadvantaged. Hence, inappropriate restructuring of the curriculum might lead to exclusion or marginalisation inside the classroom (Round et al., 2016; Slee, 2013).

Additionally, some teachers are concerned about availability of relevant resources, such as differentiated teaching materials/packages, extra teachers, support from teaching assistants, administration support and clear instructions from their school heads (Sokal & Sharma, 2014). Sharma and Forlin (2015) indicated that inadequate resources are commonly perceived as major barriers against inclusive education. Teachers are particularly concerned about the support they receive, including teaching materials and access to specialist support staff, such as SENCos (Round, Subban & Sharma, 2016). For better assistance, schools could also allocate time for collaboration and planning

(Malinen et al., 2012; Round et al., 2016), as teachers are concerned about collaboration when handling inclusive practices. On the one hand, collaboration involves time and compromise, while working individually may be less complex and time-consuming (Luke et al., 2016). On the other hand, teachers are afraid that their own inclusive practices might threaten other teachers who do not have similar practices. Therefore, inclusion might cause tension in collaboration and relationships among teachers (Luke et al., 2016).

In the above section, I discussed the attitudes of teachers worldwide towards inclusive education. Now I will focus on the situation in Hong Kong. Although inclusion in Hong Kong has been implemented for three decades, various barriers still impede its delivery. Numerous teachers in Hong Kong are confronted by elitism from parents, students, school managers and the general public (Forlin, 2010; Forlin et al., 2014; Tait & Mundia, 2014; Wong, 2002; Yuen & Westwood, 2001). Hence, the pressure for academic excellence might become a major obstacle in inclusive education in Hong Kong because the education system has always been competitive (Poon & Lin, 2015). As discussed in Chapter One, teachers in Hong Kong might feel pressured to continue their inclusive practices because effective inclusive practices may attract more SEN students to the school, which may harm their academic reputation (Ling et al., 2010; Wong, 2002; Yuen & Westwood, 2001). Besides, ambiguity of the inclusive practices can be confusing for school heads and teachers (Forlin & Sin, 2010). Some teachers also reported inconsistent inclusive practices in schools because of inadequate communication so students with SEN may also feel confused (Ling et al., 2010).

A rising concern stems from the adverse effects of teachers' negative attitudes towards inclusive education. Some teachers reported to have experienced burnout from emotional discrepancies, the students' disabilities, conflict of roles, insufficient school support, the marginalisation and inadequate achievement (Brunsting et al., 2014). Teachers' negative attitudes towards inclusion, then, might stem from elitism, lack of a standardised university examination, inadequate resource allocation, administrative problems, inadequate knowledge about SEN and lack of teacher training (Allday et al., 2013).

Summary

The above section discussed teachers' attitudes towards inclusion. Most teachers, globally and locally in Hong Kong, are concerned about school support, resources and collaboration, as well as how they can improve academic standards and implement efficient disciplinary control of their SEN students. Importantly, teachers also worried about how they can balance their management of mainstream and SEN students. Teachers' negative attitudes towards inclusion may result in burnout and emotional distress, which leads to the question of how teachers' attitudes towards inclusion can be improved.

Teacher Training for Inclusive Education

As mentioned before, the findings of a study on teacher education carried out by the UNESCO in 14 countries in the early 1980s showed that most general education teachers were willing to include students with SEN in their regular classrooms, but were concerned about their skills in implementing such inclusion. Therefore, training for inclusive education is necessary (Allday et al., 2013; Cavkaytar, 2006; Engelbrecht, 2013; Florian & Linklater, 2010). In Hong Kong, teachers who received their education certificate/diploma/degree before 2005 did not receive any pre-service inclusion training (Forlin & Sin, 2010). Moreover, teachers' enrolment in training is not guaranteed because of problems such as a lack of substitute teachers or the assignment of ad hoc duties to them. Even though successfully enrolled in the BAT training, teachers might have different agendas in joining a training programme (Forlin & Sin, 2010). Some may initiate their application for the training, but some may be requested to join simply to fulfil the minimum required hours for the school. Other teachers may attend the training because of the progress of their career. Generally, it may be possible to encourage teachers to participate in training, but their acceptance of inclusion and their inclusive practices after the training are unknown (Yan & Sin, 2014).

In view of ongoing debates on inclusion training, an in-depth investigation of teachers' attitudes towards their inclusion training is necessary.

Teachers' Attitudes Toward Inclusion Training

According to Sharma and Sokal (2016) and Sharma et al. (2012, 2015), many teachers feel that the current inclusion training is not specific enough to their working contexts. In their studies, Sharma adopted teacher efficacy scales to investigate teachers' attitudes towards inclusion training, because how they perceived their capabilities (teacher efficacy) might be closely related to their attitudes; that is, the more positive their attitude, the higher their self-efficacy. Self-efficacy refers to how individuals perceive their ability, attitude and capacity to perform certain actions in specific contexts (Bandura, 1977). Thus, self-efficacy for inclusive teachers might refer to how they evaluate their abilities to counter their difficulties in catering for learning diversity and managing discipline problems in class.

It is possible, then, that improving teachers' attitudes through inclusion training might enhance their efficacy in implementing inclusive practices, but some studies suggested that much current training provision is inadequate in assisting teachers in their inclusive practices, and this might weaken positive attitudes towards inclusion (Costello & Boyle, 2013). Some teachers might be reserved towards the training although they attribute their understanding of inclusive education to their training. Forlin and Sharma (2014) argued that improving teacher efficacy through training could support acceptance of and reflection on inclusion, and subsequently improve attitudes. However, the reflections triggered in training should be holistic and systematic, which means that the learning outcomes of training should not be restricted to what the teachers have learned, but also include their reflections of the overall changes they can initiate in the school.

Teacher efficacy is important in inclusion training because it influences how willing and persistent teachers are in implementing inclusive practices in school. A low level of teacher efficacy following training implies that the teachers are not confident about implementing inclusive practices, despite their newly acquired skills. This might pose a problem to the EDB because teachers with no

improvement of teacher efficacy might be unwilling to conduct inclusive practices - teachers' appreciation of inclusion training may not necessarily guarantee improvement of their teacher efficacy (Kurniawati et al., 2017). Further, numerous studies have revealed that teachers' efficacies are not actually increased even when they are fairly positive towards their acquired training (Gao & Mager, 2011; Forlin & Chambers, 2011; Forlin et al., 2015; Symeonidou et al., 2009).

Some researchers emphasised teachers' self-efficacy beliefs and attitudes as the learning outcomes of inclusive practice training. Lumpe et al. (2015) indicated that teachers' self-efficacy is important to their professional development. To support teachers to become more self-efficacious, inclusion training could involve a greater range of situations and contexts. Problem-centred situations can work well as they help individuals and groups with self-efficacy based on first-hand observations, and subsequently, their collaboration to invoke a sense of professionalism. Das et al. (2013) indicated that incorporating the beliefs of teachers is important in planning inclusive teacher training. However, *how* the training content enhances the self-efficacy beliefs of teachers remains unclear (Lumpe et al., 2015). Sharma and Forlin (2015) attempted to answer this by focusing on enhancing teachers' attitudes, rather than focusing on terminologies in training content. To this end, teacher educators could enhance teachers' exposure to students with SEN in successful inclusive lessons, to help foster positive attitudes and teacher efficacy. Inclusion training hence could consist of a 3H (head, heart and hand) approach, in which attitude is nurtured with exposure to SEN students and application of the learnt instructional strategies. Teacher reflection is also important in examining how course content can be developed based on exposure to the recent changes in inclusive education. Thus, the educator needs to balance the cognitive, psychomotor and affective domains across the training content, as this could help teachers achieve transformative learning. Authentic experiences in training can lead to improvements in teachers' attitudes (Malinen et al., 2013). The link between self-efficacy and attitude will be further explored later.

Recent work has considered teachers' expectations about training, leading to considerations about how self-efficacy can feed into attitudes. Teachers' expectations about what they will gain from training can be categorised into instructional strategies, collaboration and reflective capabilities, as well as their attitude and self-efficacy beliefs about their inclusive practices. Most teachers believe that inclusion training can provide them with some guidance on inclusive practices (Loreman et al., 2014; Sharma et al., 2012, 2015, 2016), which is likely to lead to subsequent changes in practice being attributed to the inclusion training.

Teachers tend to prioritise their mastery of instructional strategies and various discipline management skills for assisting SEN students because these skills help them survive their school-based inclusive practices (Costello & Boyle, 2013; Florian & Linklater, 2010; Forlin, 2012; Malak et al., 2017; Mitchell, 2014). With more understanding of terminologies, teachers can focus on the practical aspect of the trainings and the instructional strategies (Sharma et al., 2015; Symeonidou et al., 2009). Teacher educators, then, usually focus on instructional strategies, discipline management and collaborative skills, which means training consists of specialized curricula, pragmatic issues and skill acquisition to strengthen teacher efficacy (De Boer et al., 2011). Additionally, teacher training could focus on collaboration skills among teachers and parents because some teachers are still unable to work effectively with others (Forlin et al., 2014).

Some teachers argue that existing training for both learning and managing behaviour need to be contextualised to suit their school culture, to make for easier application in practice. Allday et al. (2013) pointed out that some teachers criticised course content that was focused on providing rigid instructions and classroom management strategies, without mentioning how these ideas could be customized in different school contexts. Hence, teacher educators might need to avoid using standardised content, but become more aware of situated and context-bound inclusion and exclusion by identifying the various barriers that teachers encounter (Bandura, 2006). Research and practice in inclusion training could benefit from a participatory approach, with teaching content jointly

recommended by local teachers, professionals and specialists to address various contexts. The diverse interpretations of inclusion in training might also cause teachers' difficulties in conceptualising inclusive education (Waitoller & Artiles, 2013), particularly given that conceptualizations of inclusion tend to differ across schools. Teachers might feel, therefore, that the taught concepts are not applicable to their contexts.

In a similar vein, another potential problem is the disconnect between pre-service training and actual practices: pre-service training can be mainly theoretical, but is crucial in terms of the attitudes and concerns of pre-service teachers about inclusion (Allday et al., 2013). Therefore, pre-service teacher training might include an understanding of SEN within the actual school context, specialized instructions and behaviour management skills.

Some teachers believe that the desired learning outcome after training is their reflective capability. This capability can be defined as teachers' internalisation of their feelings and beliefs, which influence teacher–student relationships (Helma & Mirella, 2016). Various studies have investigated how training can develop such capabilities through the following cycle: active conceptualisation, experimentation, concrete experiences and reflection (Wyatt, 2016). Active conceptualisation refers to how an individual would try to conceptualise what he/she observes into a more concrete plan for actualisation. Experimentation refers to how the individual might actively experiment on their reflections, observations, and conceptualisations. The concrete successful experiments might stimulate the individual to reflect on their next task.

Reflective capabilities can be related to inclusive education, in terms of helping teachers adapt to their specific school contexts (Vinci, 2016). Thus, teachers' reflective capabilities might support self-evaluation on instructional strategies and promote awareness of issues or risks in teaching and administrative roles in inclusion (Wyatt, 2016). Reflective capabilities are also required to sustain inclusion, because unpredictable occurrences in practice might not be solved by formal guidelines, but by teachers' own reflective thinking (Ellis & Tod, 2014).

Summary

To sum up, many teachers support the provision of inclusion training, even though they find some course contents inadequate. The above section discussed how teachers perceived existing inclusion training in various dimensions and what they might expect from training in terms of instructional strategies, collaboration, reflective capabilities, self-efficacy beliefs and attitudes. As discussed, some teachers may no longer be satisfied with simple introduction of the nature of SEN and related terminologies. Instead, most teachers hope to develop reflective capabilities to handle unforeseen situations and contingencies, as well as develop self-efficacy and positive attitudes towards inclusion. Teachers also expect training contents to be associated with or applicable to their school contexts and their positions. The focus will now be on the learning process of inclusive teachers, because ‘what to learn’ is likely to be closely associated with ‘how to learn’. The following section will further discuss how teachers ‘learn to teach’.

How Teachers Learn to Teach in Inclusion Training

Some inclusion training includes mass lectures that directly impart basic knowledge of concepts and terminologies (Engelbrecht, 2013; Sharma et al., 2015). Such training aims to assist new teachers who have seldom or never been exposed to students with SEN (Pantic et al., 2011). Some schools have opted to organize mass lectures in school to avoid disturbing the daily teaching and to facilitate discussion with experts. However, mass lectures are criticized because they don’t give teachers a chance to apply their learning. Some researchers also noted that mass lectures failed to equip teachers with the necessary skills for practicing inclusive education (Florian & Linklater, 2010; Forlin & Chambers, 2011). Forlin (2012) also argued that teachers’ attitudes towards inclusion are associated with pragmatic issues. Therefore, application of learning may be considered a key component in teacher training. Brownell et al. (2005) indicated that inclusion training need to cover opportunities for teachers to plan, implement, reflect, evaluate and modify their teaching practices. Hence, the success of

inclusion training lies on practicability over theory-driven knowledge (Gao & Mager, 2011; Hadadian & Chiang, 2007; Jordan, Schwartz & McGhie-Richmond, 2009). The practicability of strategies to support students' learning, then, can help educators assess the effectiveness of the training (Armstrong et al., 2009; Forlin & Chambers, 2011). This also raises questions about how effective a transmission format of training is, with assumptions that teachers can fully understand training content, and practically implement it after training (Miles & Singal, 2010).

Practical components could include a carefully structured practicum which links knowledge and application (Florian, 2008). Valli and Rennert-Ariev (2000) revealed that an authentic teaching experience helps reflect teachers' beliefs, and that a small class setting deepens the educator–teacher collaboration and teaching exposure organised by universities and schools. Similar research also stated that clear practicum aims with inclusion pedagogies, authentic practices and student accomplishments support the development of pedagogical beliefs (Florian & Linklater, 2010). During a practicum, teachers would conduct instructional activities in their inclusive classrooms. Practicums often include case studies, learning portfolios and regular seminars to guide teachers in evaluating their try-out teaching (Yan & Sin, 2014). Thus, teachers can improve their skills by experimenting with what they have learned in the course and assessing their own performances. To end this, established criteria are used to assess the teaching performance of the participants, which help with their self-reflection (Symeonidou & Phtiaka, 2009). However, such criteria might have not been developed (Reddy et al., 2016), and practicums for short-term courses are not often provided (Yan & Sin, 2014).

A second practical component is exposure activities, including social services in special education/disabled centres, discussions with PWDs and engagement in events/activity days (Gao & Mager, 2011). During exposure activities, teacher participants converse and may occasionally teach disabled children. Various studies concluded that teachers' sympathy, uncertainty, fear, coping with SEN, vulnerability and discomfort can be understood by interacting with PWDs

(Avramidis & Norwich, 2002, De Boer et al., 2011). Pre-service teachers after exposure activities may become more confident to use inclusion strategies and also exhibit less pity while staying focused on the development of the learners (Kurniawati et al., 2017).

Additionally, school visits are a well-received component. Valli and Rennert-Ariev (2000) added that school visits can reinforce teachers' learning through observations of others' authentic teaching experiences, pedagogical development, assessment and self-reflection. School visits also facilitate teachers' evaluation of their inclusive practices (Hadadian & Chiang, 2007). Meanwhile, other practical components, such as collaboration and IT support, can also be observed (Parasuram, 2006). In short, teachers learn various inclusive approaches that are practised in other schools. Case studies are also a practical component through which teachers can learn by brainstorming with their peers on complicated SEN cases (Mitchell, 2014). Additionally, teachers can evaluate the teaching performances of fellow teachers and the effectiveness of their inclusive practices. Such evaluations can serve as stimuli for teachers' self-reflections through others' feedback (Mitchell, 2014). Practical approaches can be extended to the preparation of practicum, active collaboration, critical evaluations of various instructional strategies and immersion in cultural diversity (Armstrong, Armstrong & Spandagou, 2009). Some teachers also find a networking component in inclusion training helpful (Malinen et al., 2012). Networking can be understood in terms of collaborative skills and inter-faculty, parent-teacher and school-to-faculty collaborations, or a combination of these (Luke et al., 2016). Teachers learn by collaborating with various parties to improve their administrative performance and resource allocation. They can also broaden their learning outcomes by collaborating with local communities, universities and other schools. Interestingly, although highly emphasised, few courses focus on helping teachers hone these skills (Ainscow, 2005).

Summary

Overall, inclusion training can seek to develop practice by including a carefully planned practicum, which can provide teachers with opportunities to collaborate,

make enquiries, and solve problems across other departments or committees. Other possible components include case studies, school visits and collaborative training (Florian, 2008; Florian & Linklater, 2010). These components provide pre- and in-service teachers with opportunities to apply what they have learned (Brownell et al., 2005). A practical inclusion training can improve teachers' attitudes towards inclusion, and their overall efficacy, which can change their inclusive practices. Hence, teachers' inclusion training, attitudes and inclusive practices can be seen as inter-related. In the current study, then, the overarching research question is 'What changes do established teachers experience after inclusion training?' I will now explain the theoretical framework, derived from the literature review, that I will use to study the changes that teachers experience after inclusion training.

Theoretical Framework for Studying Inclusion Training

Earlier, I discussed the history of inclusion in the global and Hong Kong context, the diverse definitions of inclusion, teachers' attitudes towards inclusion and inclusion training, and the components of inclusion training. The following section will discuss how inclusion training could be studied within various theoretical frameworks.

A number of studies, especially those by Sharma, have investigated teachers' attitudes towards inclusion training in relation to efficacy - teachers' self-evaluation of their teaching abilities in inclusive classrooms (Bandura, 2006). Teachers' attitudes towards inclusion training and their efficacy are considered important in studying how they perceive their inclusive practices in their own schools (Humphrey & Symes, 2013; Henson, 2001; Kurniawati et al., 2017; Loreman et al., 2014; Sharma et al., 2012, 2015, 2016). As revealed by a study carried out in the early 1980s by UNESCO, inclusion training is a key factor in formulating teachers' attitudes towards inclusion - and enhancing self-efficacy may reduce teachers' concerns regarding inclusion (Sokal & Sharma, 2013). Teacher training has hence been reported to enhance teachers' attitudes, efficacy and confidence in pursuing inclusive education (Sharma & Nuttal, 2014).

Methodologically, Malak and Sharma defined ‘attitude’ as an evaluation of an event, categorised into cognitive, affective and behavioural components. The authors argued that the attitude model helps predict the inclusive practices of teachers whilst their acceptance of SEN students helps predict their attitudes. At its root, teachers’ attitudes may relate to inclusive practices, but surprisingly, not a lot of researchers focus on attitudes. Some other studies also supported the notion that teachers’ experiences, attitudes and knowledge are important in inclusive education, although the teachers’ attitudes towards students with SEN may vary depending on their roles (Round et al., 2016). For example, SENCOs and senior teachers possess higher self-efficacy in taking care of ASD students than others (Humphrey & Symes, 2016).

Malak and Sharma (2017) developed a new instrument to measure teachers’ attitudes in primary schools after training, based on the misbehaviour of students. They argued that teachers’ attitudes determine their teaching behaviour, which then in turn predicts teachers’ behavioural intentions (Malak et al., 2017; Sharma & Sokal, 2016; Sharma et al., 2015). Teachers demonstrate poor attitudes towards students with inappropriate behaviour, leading to possible failure in students’ academic performance, thus increasing teachers’ overall dissatisfaction and reinforcing their belief that these students cannot succeed academically. Hence, understanding teachers’ attitudes systematically can help shape beliefs about their students’ learning in inclusive contexts (Malak & Sharma, 2017).

In this study, I will investigate inclusion training using two concepts, namely, attitude and teacher efficacy. Attitude can be understood using the cognitive, affective and behavioural components of attitudes model by Rosenberg and Hovland, which discusses changes in teachers’ behaviours, and efficacy can be understood using Bandura’s self-efficacy model. Practically, the study of inclusion training can be divided into four areas: attitudes, knowledge and instructional strategies of teachers for SEN students, and evaluation of their training programme (Kurniawati et al., 2016). Under the cognitive, affective and behavioural model, the primary goal of inclusion training might be to promote

the positive attitudes of teachers towards inclusion, along with their knowledge of SEN and corresponding instructional strategies. Such training could improve their attitudes and knowledge concerning various types of SEN (Kurniawati et al., 2016). However, a better understanding of SEN and even positive attitudes towards inclusion might not imply improved self-efficacy in implementing inclusive practices in school although their successful teaching experiences further inculcates positive attitudes towards inclusion (Romi & Leyser, 2006). Therefore, how the training programmes affect the teachers' behaviours in terms of self-efficacy should be discussed.

As mentioned, some studies have adopted self-efficacy as the theoretical framework to study teachers' attitudes towards their inclusion training. Herein, teacher efficacy refers to how teachers believe they could motivate their students to learn, regardless of their learning difficulties or lack of motivation (Guskey & Passaro, 1994). High self-efficacy can lead to teachers becoming more confident when encountering challenges in their daily teaching, and persisting more in the face of challenge, which can lead to better quality teaching performance (Caprara et al., 2006). The concept of self-efficacy might vary in terms of strength, level and generalizability, which might be related to teachers' received inclusion training. For example, certain practicum and exposure activities might assist teachers to generate self-efficacy but the level of the self-efficacy generated might depend on how teachers are exposed to SEN knowledge, teaching strategies and their attitudes towards students with SEN (Kurniawati et al. 2017; Forlin et al, 2014)

Bandura (1982) argued that self-efficacy is stimulated by four major cognitive processes, namely, mastery, vicarious experiences, social persuasion and physiological states, which are related to the behavioural changes of an individual and the dynamics of these four processes. Mastery refers to successful experiences in a skill or concept, which increases self-efficacy (Bandura & Locke, 2003). Vicarious experiences refer to the observation of (similar) others' success and drawing confidence from their success (Caprara et al., 2006). Social persuasion refers to direct encouragement or discouragement from others,

especially whose opinions are respected and valued because they know the individuals' abilities and the nature of task at hand well (Bandura & Locke, 2003; Gao & Mager, 2011). Physiological arousal refers to signs of excitement or anxiety, which can be interpreted to be an indicator of competence - the perception of these signs may reduce self-efficacy as people relate such signs to discomfort arising from an inability to act successfully (Bandura & Locke, 2003; Henson, 2001).

Bandura (1989) stated that self-efficacy can be measured using scales that survey people's perception towards their abilities in the face of difficulties within a specific period of time and a specific context (Steffen, McKibbin, Zeiss, Gallagher-Thompson, & Bandura, 2002). Thus, anticipation of an individual's challenges and impediments can be useful for the measurement of their self-efficacy via interviews and self-reported questionnaires with varying levels and ranges of efficacy beliefs (Steffen et al., 2002). Some researchers have measured changes in self-efficacy strength by asking individuals to rate tasks from the most to the least difficult one (Savolainen et al., 2012; Sharma & Sokal, 2016; Sharma et al., 2012, 2015). Bandura (2006) mentions that no standardised instrument exists to measure perceived self-efficacy, and that only a tailor-made one can be used - the rating and scales of self-efficacy can be customised to fulfil a particular domain in the participants' interest. In his self-efficacy instruments, Bandura exemplified several generic domains, such as discerning task requirements, planning and evaluating actions, establishing aims, and handling anxiety. Hence, the measurement of self-efficacy relies on the specification of the conceptual framework in a particular domain (Zimmerman, 2000). Practically, multifaceted scales in measuring the self-efficacy of teachers might comprise efficacy in classroom management, delivery of instructions, and motivating students and initiating collaboration with other stakeholders, such as parents and other teachers (Forlin, 2012).

Some studies on teacher efficacy have been conducted to investigate the attributes of pre-service and in-service teachers' training (Savolainen, Engelbrecht, Nel, & Malinen, 2012). For pre-service teachers, self-efficacy may

be related to mentors, teaching support and time management and study environment, whereas in-service teachers are concerned about the curriculum, professional development, school support, contexts, cultures and their backgrounds. Some other studies have reported that self-efficacy can be used to reveal the detention and retention of in-service teachers based on teachers' job satisfaction and their students' cognitive accomplishments (Caprara et al., 2006). Teachers with better job satisfaction appreciate their school by maintaining better relationships with students, colleagues, school administrators and parents, leading to strengthened commitment to their respective schools (Buell, Hallam, Gamel-Mccormick, & Scheer, 1999).

Nonetheless, solely using self-efficacy to study inclusion training is insufficient because doing so disregards the outcome expectation (Marzillier & Eastman, 1984; Tyron, 1981; De Vries, 2016). For example, teachers may be positive towards their received training because of the incentives brought by the training, such as promotion, renewal of contract and increment of salary instead of the rise of their self-efficacy. Moreover, the role of the environment should also be considered, such as the accommodation of participants, learning environment, and equipment and facilities (De Vries, 2016). For example, teachers may feel discontented if the study environment is remote or uncomfortable. Additionally, negative self-efficacy can arise when teachers feel that training is not specific to their working context or their respective positions (Flamand, 2009). The self-efficacy model has also been criticised as neglecting emotions and personalities, which might help predict individual behaviours (Flamand, 2009).

Although in this study though self-efficacy is adopted as a theoretical framework, it is important to consider the barriers perceived by teacher participants. Bandura (1979) suggested that the measurement of individual self-efficacy is subject to the specific perceived difficulties of individuals. For instance, SENCos might perceive administration and leadership as primary barriers to effective practice, whereas frontline teachers may be concerned about their classroom strategies. Without understanding participants' perceived barriers, it may not be possible to accurately measure efficacy. Another limitation is that self-efficacy is separated

from the measurement of performance (Tyron, 1981). For instance, high self-efficacy might not necessarily mean that teachers are using effective inclusive practices, and vice versa (Woolf, 2014).

Given the limitations of self-efficacy, Tait and Mundia (2013) suggested that a mixed-methods research approach could help understand the association between teacher efficacy and their inclusive practices. Sharma and Sokal (2016) supported the idea of self-reported psychometric data in measuring teachers' attitudes because this is related to teachers' self-efficacy and concerns, and subsequently to their inclusive practices. Other studies have separated teacher efficacy into three main scales: efficacy in: using inclusive instruction (EII); collaboration (EC); and managing behaviour (EMB) (Park et al., 2014). Possessing high efficacy in instruction may not imply that in behavioural management. Interestingly, the efficacy of collaboration is the weakest predictor of teacher efficacy.

In conclusion, teachers' attitudes and self-efficacy, which might lead to changes in inclusive practices, are key for understanding inclusion training (Ekins et al., 2016; Gao & Mager, 2011; Lumpe, 2014; Shama & Nuttal, 2016; Sharma & Sokal, 2016; Sharma et al., 2012). Yan and Sin (2013) adopted the theory of planned behaviour that was proposed by Ajzen (1991). According to this theory, the subject norm, which means the perceived expectations from other people influencing the individual to perform a specific behaviour, perceived behavioural control, and attitude, can all influence the intention of an individual to change. The subject norm refers to how people perceive an individual of a particular behaviour. Perceived behavioural control refers to individual perception of the ease or difficulty in performing a task, which is determined by accessible control beliefs. Yan and Sin (2013) reported that a range of attributes, such as the teachers' attitudes towards inclusive education, social pressure to engage in inclusive education and their confidence in professional training, predict their actual inclusive practices. They also argued that teachers' perception of social pressure and professional training help predict their inclusive practices (Yan & Sin, 2013).

Summary

In this section, I have discussed how teachers' attitudes towards their inclusive practices and teachers' efficacy might inform changes in their inclusive practices. Based on the literature review, I propose an integrated theoretical framework that integrates the concepts of teachers' attitudes and efficacy to determine changes in their inclusive practices after inclusion training. As shown in Figure 2.1, this study referred to the following theoretical models: the affect, behaviour and cognition (ABC) model by Rosenberg and Hovland (1984), the self-efficacy theory by Bandura (1977) and the attitude-social influence-self-efficacy (ASE) model by Vries and Mudde (1998) derived from Ajzen's (1991) theory of planned behaviour (TPB), which are discussed above.

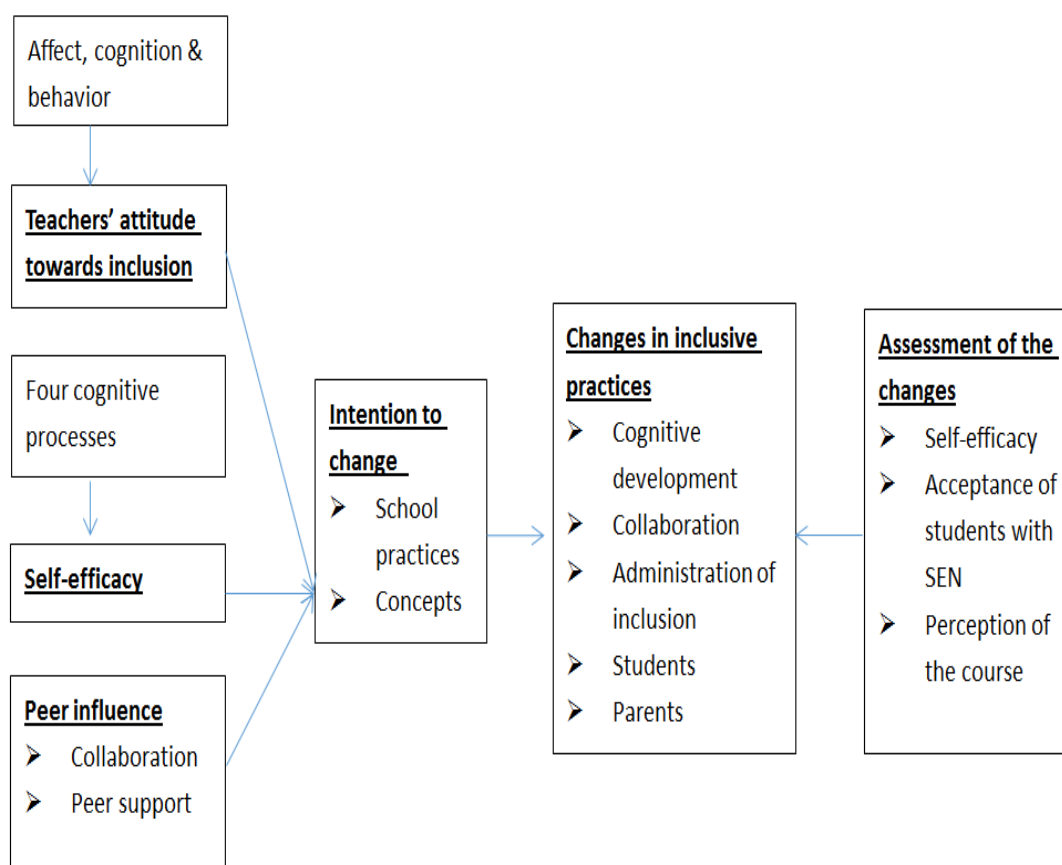


Figure 2.1 Combined theoretical framework for the present study (Affect Cognition and Behavior model, self-efficacy theory and the ASE model based on the theory of planned behaviour)

Research Questions

Inclusive education is clearly controversial both globally and locally because of its technical complexities and the differences in teachers' attitudes, values and acceptance of inclusion (Miles & Singal, 2010; Poon-McBrayer, 2004; Slee, 2008; Slee & Allan, 2001; Thomazet, 2009). The literature investigating teachers' attitudes towards inclusion has existed for several decades (Avramidis & Norwich, 2002). Comparatively, Hong Kong is still in a developmental stage in this study area (Folin, 2010; Forlin & Rose, 2010; Poon & Lin, 2015). Many teachers believe that inclusion training can help them implement inclusive education (Allday et al., 2013; Cavkaytar, 2006; Engelbrecht, 2013; Florian & Linklater, 2010). Therefore, it is important to examine how teachers experience changes during training and how their changes might be related to their inclusive practices (Forlin, 2012). Changes after their training can be understood in terms of their attitude, self-efficacy and peer influence.

This literature review chapter forms the foundation of this research, which can be summed up as: 'What changes do established teachers experience after inclusion training, and how are these changes related to their inclusive practices?' The research questions formulated in response to this are listed below.

RQ1: What are teachers' attitudes towards inclusive education in HK?

RQ2: What changes do established teachers experience after inclusion training in terms of how they perceive their practice?

RQ3: How are these changes related to and implemented in their inclusive practices?

RQ1 enables the investigation of teachers' concerns about inclusion and what they expect and are concerned about. It also focuses on how the teachers' attitudes in terms of the affective, cognitive and behaviour components are related to their expectations regarding inclusion training.

RQ2 addresses my major concern about this work, which is to discern the

participants' intentions to change based on the theoretical components and practicum of the training. It was assumed that after the inclusion training the participants might review their attitude towards inclusion, experience the change of their perceived self-efficacy and the peer influence, which might lead to their intentions to change their thoughts and practices of the inclusive education in their schools. To study this research question, I would use the answer for RQ1 (Teachers' attitudes towards inclusion) and detail the influence of their change of perceived self-efficacy as well as the peer influence to elicit their intended changes in both their concepts and practices in their inclusive classrooms. According to the theory of planned behaviour, the participants' intentions to change could be discussed in terms of teachers' attitudes, self-efficacy, and peer influence, to help understand how the teachers respond to hardships during and after their training.

RQ3 refers to how the teachers' intended changes are reflected and actualised in their school-based inclusive practices based on interviews and lesson observations. This focuses on the relation between the teachers' intention to change and the actual changes in their inclusive practices.

Chapter Three: Research Design

Introduction

In this chapter, I will introduce the philosophical stance of this research, including its ontological and epistemological basis. Subsequently, I will briefly discuss the integrated theoretical framework with the introduction of four case studies. I will explain the inclusion training and background of the participants, followed by descriptions of the data collection, including lesson observation, self-reported psychometric instruments and semi-structured interviews. The next section explains how thematic analysis is applied to the three types of data. The last section details the validity and ethical issues.

The Ontological and Epistemological Approach of this Research, Informed by Post-Positivism

Positivism refers to an epistemological position in which the aim of knowledge is to describe the phenomenon we experience through rigorous observation and measurement (Clark, 1988; Philips & Burbules, 2000; Stump, 2005). From the positivist perspective, the universe is deterministic, operated by the laws of cause and effect, and can be understood through scientific experiment using observation and measurement (Clark, 1998). Positivism argues that the background, experiences and values of the researcher are independent from what is being observed. On the other hand, post-positivism is a philosophical stance that critiques positivism's assumption that we live in a purely objective world (Crotty, 1998; Phillips & Burbules, 2000; Popper, 1959). Similar to positivism, post-positivism also focuses on objectivity, but attempts to minimize various biases during data collection and analyses (Moore, 2009). Post-positivism was first introduced by two leading thinkers of their time, Sir Karl Popper and Thomas Kuhn. In 'Conjectures and Refutations', Popper (1959) focused on falsification, which argues that we can develop our (objective) knowledge through disproving or rejecting hypotheses, essentially suggesting that it is easier to show what is *not* always true, rather than to demonstrate that something is always true. From this perspective, researchers should not seek to find evidence that proves a theory, but that which demonstrates that the theory is not true.

In my opinion, there is a single reality that exists and can be explored and uncovered - this perspective of an independent reality aligns in some respects with that of post-positivism. Similarly, I believe that we can 'know' about reality—that there is knowledge that can be uncovered and understood. However, I believe that while there is an independent reality, this is experienced (subjectively) differently by different individuals. Given this, using only one instrument to understand the reality (in this case, of inclusion training) is unlikely to provide a complete picture. Hence, this research uses a range of methods to help provide different pieces of the 'jigsaw puzzle' of the reality of inclusion training. I do not want to restrict my methods by defining myself as a qualitative or quantitative researcher. In this study, I aim to understand the complex nature of inclusion training, and therefore, I need to approach this research from different angles. I chose to do so through individual case studies of teachers participating in inclusion training. Interviews and lesson observations enabled me to investigate the participants' experiences in depth. Moreover, a psychometric instrument to study teacher efficacy throughout the training was developed to help understand change over time for each participant, rather than for generalizability. The psychometric measures were developed with the aim of gaining a deeper understanding of each individual and providing stimulus for further discussion. The use of these measures will be further discussed in the data collection section.

I believe that while collecting data from participants, it is important to develop a friendly and open-minded relationship with them as it will help them be open and honest about sharing their thoughts. I also understand that, while I try to remain as free from bias as possible, I am not independent from the participants and their data. My beliefs are influential in the analysis of this study because they serve as the lens through which I create the themes of the analysis. My belief and empathy towards the individuals, which forms a strong foundation for my study, also help me access the knowledge and experiences of the participants. Hence, various data collection methods are my key to knowledge (Moore, 2009; Phillips & Burbules, 2000). In other words, I use various data collection methods to assist my exploration of knowledge. Similarly, I deploy an integrated theoretical framework because a single theory alone cannot help me to develop my

knowledge about the many facets of the inclusion training.

Because of the sophisticated nature of the research context, there is no single instrument or theory that could explain the complexity, but customized instruments and theories with a mixed-methods approach can help to do so. The focus will now be on the integrated theoretical framework discussed in Chapter Two.

Integrated Theoretical Framework

In this study, the integrated theoretical framework comprising the ABC model, self-efficacy theory and ASE model based on the TPB theory is used to help inform my interpretation of the data, but this study is not solely built around those theories. The analysis is based on a ‘discussion forum’ with the combined theoretical framework comprising the first part, my voice comprising the second part, and the teachers’ voice making up the third and final part.

Method: Case Study

This research is based on four case studies of practicing teachers enrolled for inclusion training. Case studies are widely adopted in various disciplines, such as social, political, clinical science, psychology and administrative science (Bartlett & Vavrus, 2016; Ellet, 2007; Klonoski, 2013; Millis et al., 2010). In the present study, each teacher participant in the same inclusion training is considered a case. I used four cases collectively to answer the research questions. Each teacher (case) was followed longitudinally throughout the training—with interviews and measures taken at different points at the start, during and after the training, and observations conducted after the training. This enabled a detailed illustration of each case incorporating teachers’ attitudes towards inclusion, teacher efficacy, and teachers’ intended and reported changes after the inclusion training.

In this study, the inclusion training was complex and involved a lot of thinking and new experiences for the teachers. Each case served as a separate looking glass for in-depth investigation of each of their experiences. For my case studies,

I used a mixed-methods approach to collect three types of data: scripts from semi-structured interviews, scores from self-reported psychometric measures and field notes from lesson observations. Based on the various data, the case studies gave me insight into the complex interaction between the training experiences, teachers' intended and reported changes after the training, and how they perceive the development of their teacher efficacy. The unique experiences of each individual added an extra dimension: that is, a SENCo's perspective of inclusion training might be different from that of a frontline teacher. Integrating different sources of data from these four cases can help me answer the research question comprehensively. This study does not aim to obtain generalisable data, as every inclusion training (and participant) is unique: however, it allows a detailed reflection on the characteristics and consequences for different participants of this specific training.

Overall, considering each individual as a case study can help capture snapshots of various moments during the inclusion training. Specifically, I used these four case studies to discern participants' experiences before, during and after the training with customised in-depth data collection. Moreover, through the case studies, I also used my local in-depth experiences during the inclusive education reform: I was in the position to offer my reflection on various data with explanations based on my rich background and knowledge (Ellet, 2007; Thomas, 2011; Yin, 2014).

Site, Inclusion Training and Participants

Inclusion training course

The inclusion training programme in this study, namely, 'Thematic Course in Catering for Learning Diversity', is a 120-hour course commissioned by the EDB for SEN teachers. The entire course is divided into three parts: coursework, practicum and presentation. The coursework comprises three components: various tutorials and workshops, including knowledge transfer and frontline experience sharing by tutors; presentations by educational psychologists and specialists; and in-class discussions. During the practicum, teachers are grouped

for practice teaching to apply their learning from their coursework.

Practicum

In the practicum, teachers can employ their skills and learning about theories and instructional strategies to cater for SEN students. This is assessed by their supervisors who, throughout the four practicum sessions, initiate post-lesson meetings to provide feedback and facilitate peer evaluation which helps teachers amend or modify their original lesson plan.

Presentation

Finally, during a presentation at the end of the training, teachers are asked to report their practicum experience and how the training inspired them.

Participants

Participants in this study were selected based on their attendance in the course and their willingness to participate. They were invited through emails and telephone. Six teachers were initially invited to take part before the first session of inclusion training. Four teachers agreed to participate, while the other two rejected the invitation because of time constraints.

Brief profile of the participants (pseudonyms are used)

YY has been a Chinese teacher in a primary school for 18 years and was assigned as a SENCo because of a new subsidy scheme implemented by the EDB.

Suen has been a Chinese and mathematics teacher in a primary school for 21 years and primarily serves students with SEN. When he was in primary school, he was diagnosed by a paediatrician as a slow learner, and his son was also diagnosed with the same condition.

Ms. Chan has been an English teacher in a high-ranking primary school for eight years.

Cat has been a teacher in a hospital school for three years. He used to teach

Science and Physics when he served as a SENCo in mainstream secondary school for two decades. However, he changed his career path due to anxiety.

Data Collection Methods

In this study, I adopted a range of measures and observations to further develop my understanding of the topic of study (Zammito, 2004). As discussed previously, various data collection methods can help minimise human subjective bias or social norm. Therefore, I adopted the triangulation method for data collection. In social sciences, triangulation refers to the use of multiple data sources to study an object (Rothbauer, 2008). In this research, I used qualitative semi-structured interviews, lesson observations, and self-reported quantitative psychometric instruments. The psychometric measures and lesson observations supported the analysis from the semi-structured interviews.

There were five rounds of semi-structured interviews which mainly investigated teachers' experiences in different parts of the inclusion training, their attitudes towards inclusion, their perceived changes of self-efficacy and their intended/reported changes after the inclusion training. The topics for the interviews were as follows:

First interview: teachers' attitudes towards inclusion,

Second interview: teachers' perception of the theoretical components of the training,

Third interview: teachers' perception of the practicum,

Fourth interview: teachers' perception of their training two weeks after it ended,

Fifth interview: teachers' perception of their training two months later, and discussion of the lesson observation.

The lesson observations aided me to consider the conceptual and practical inclusive practices of the participants, using both my own perspective, and their discussion of the observed lesson. The main objective was not to evaluate their inclusive teaching performances but to investigate how the teachers might

internalize their inclusion training both explicitly and implicitly. Emphasis was placed on teachers' intended and reported changes in their instructional curriculum and discipline management.

The self-reported psychometric measures are based on Bandura's (1977) principle of using customised constructs for measuring self-efficacy. How the participants perceived variations in their self-efficacy provided insight into my analysis of their self-efficacy. Self-reported psychometric instruments were used to help the participants quantify their perceived self-efficacy in (i) designing their differentiated curriculum as informed by academic inclusion, (ii) managing discipline in students with SEN informed by social inclusion, (iii) acceptance of SEN students and (iv) perception of their inclusion training. All the scales ranged from 0 (the weakest) to 10 (the strongest).

The timeline of the study with the different data collection methods is shown in the following table.

Figure 3.1 Timeline of the study

Meeting	Duration (minutes)	Timeline	Focus	Timeline
Briefing	Approx. 1 hour	Before the study	<ul style="list-style-type: none"> ● Provide the participants with background information about the study ● Explain several terms and terminologies to the participants 	16/10/15
1 st Interview	Approx. 1 hour	Before the training	<ul style="list-style-type: none"> ● Investigate teachers' attitudes towards inclusion and inclusion training upon their understanding of the course content, preference and past experiences ● Answer RQ1 	19/10/15 - 23/10/15
2 nd Interview	Approx. 1 hour	During the theory and terminology	<ul style="list-style-type: none"> ● Investigate specifically how the participants perceive the theory part of the training and reflect on potential implications for their practice ● Answer RQ2 	26/10/15 - 30/10/15
3 rd Interview	Approx. 1 hour	During the practicum	<ul style="list-style-type: none"> ● Investigate specifically how the participants perceive the practicum in the training and reflect on how they cope with changes in practicum. ● Answer RQ2 	2/11/15 - 6/11/15
4 th Interview	Approx. 1 hour	After two weeks of the course	<ul style="list-style-type: none"> ● Investigate how participants perceive the whole training ● Investigate how participants perceive their self-efficacy in inclusive practices after the whole training ● Answer RQ3 	27/11/15 - 4/12/15
Lesson observation	Approx. 1 hour	After two months of the course	<ul style="list-style-type: none"> ● Initiate discussions about the lesson observations in terms of several aspects of self-efficacy: SEN instructional strategies, discipline management skills, SEN curriculum adaptation ● Answer RQ3 	4/2/16 - 11/2/16
5 th Interview	Approx. 1 hour	After the lesson observation	<ul style="list-style-type: none"> ● Ask the participants to reevaluate their self-efficacy in inclusive practices ● Compare their perception of self-efficacy in the fourth interview ● Answer RQ3 	4/2/16 - 11/2/16
Discussion	Approx. 1 hour		<ul style="list-style-type: none"> ● Synthesize the findings in the interviews to conceptualize possible modifications for the inclusion training program 	11/2/16 - 11/7/16
Member check	Approx. 1 hour	After the researcher's interpretation	<ul style="list-style-type: none"> ● Verify the transcripts and the interpretation of the researcher ● Supplement or erase ideas in the interpretation based on the participants' willingness 	11/7/16 - 11/8/16

1. Interview

Interviewing participants helped me ‘capture’ various ideas, comments, feelings, evaluations and reflections during and after the training. To comprehend how changes might happen and relate to teachers’ inclusive practices, the data was obtained at different time points before and after the inclusion training. The answers to the research questions, therefore, lie in the interview scripts, but the ‘answering’ process requires me to ‘dive’ into and categorise scripts by grouping the data into ‘themes’. Hence, although the participants expressed their thoughts, I still played an active role in ‘knitting’ their ideas together (Braun & Clarke, 2006; Emmel, 2013).

I served as the interviewer in the twenty semi-structured interviews which lasted for approximately one hour. I modified the interview questions based on the backgrounds of the participants and their emotions and responses during the interview (Smith & Osborn, 2003). The first interview commenced with a protocol that included icebreaker questions and open-ended interview questions. I attempted to establish a conversational style of interview using a responsive approach (Reid et al., 2005; Rubin, H. & Rubin., 2012; Smith & Osborn, 2003). Most interviews were conducted in English, but on occasion, participants used Cantonese (the participants’ native language) to express themselves better. Conversations during the interviews were recorded using a digital recorder and a mobile phone. After each interview, I transcribed the data using semantic summaries in English.

Briefing. All the participants were invited to a simple briefing in their preferred setting with refreshments, where they were presented the background and scheme of the study and ask about the interviews or withdraw.

First interview. The first interview was conducted at the start of the inclusion training programme. The aim of this process was to determine the background of the participants, their attitudes towards inclusion and their initial expectations and perceptions of the inclusion training .

Second interview. The second interview was conducted during the first half of the

inclusion training, when theories and terminologies were introduced. This interview aimed to identify participants' perceptions of the cultural context, theory, policies and specific knowledge about SEN.

Third interview. The third interview was conducted during the second half of the inclusion training during field experiences, which aimed to investigate how the participants perceived their field experiences, using self-efficacy framework upon following cognitive processes: mastery experience (when they encountered failure or success during the practicum), vicarious experience (when they had a successful experience during the practicum), social persuasion (when they obtained any positive and affirmative feedback from other student teachers, students or tutors) and physiological arousal (when they exhibited any sign of excitement or anxiety during the practicum). After introducing the four cognitive processes, I asked participants whether any other uncategorised example under these four cognitive processes affected their self-efficacy.

Fourth interview. The fourth interview was conducted two weeks after the training was completed. The participants were asked about their overall perception of their training and whether their self-efficacy might be related to their instructional strategies, discipline management skills, terminologies, assessment of SEN students and curriculum adaptation. Eventually, I studied how their perceptions of the training were related to changes in their self-efficacy. The participants were asked to compare their perceived self-efficacy in Interview 1 and this interview to ascertain the changes in their levels of self-efficacy before and after the inclusion training.

Fifth interview. The fifth interview was conducted two months after the training and directly after the lesson observation. During the interviews, the participants re-evaluated their inclusive strategies, the lesson outcomes of the observed lesson, the responses of students and their feelings about the observed lesson. This interview served as an initiation of the discussion about their reported conceptual and actual inclusive practices after the inclusion training.

Member check. A member check was conducted after the interviews were transcribed

and data were interpreted. This step allowed the participants to scrutinise the transcripts and interpretations to amend possibly misinterpreted information or interpretation that was unfair or unethical to them. No further clarifications or changes were made by the participants.

2. Lesson observation

Lesson observations were held two months after the inclusion training. These were conducted to allow the participants to reflect on their inclusive practices and initiate the discussion between me and the participants on their reported changes in inclusion instructional strategies, discipline management skills and differentiated curriculum adaptation. I listened to their explanations behind these changes. I did not have specific criteria for the observation, because I aimed to understand the internal changes of teachers in their own classroom context and their reflections on those changes instead of evaluating their lessons.

3. Self-reported psychometric measures

Self-reported psychometric measures were adopted to evaluate their perceived teaching capabilities in (1) instructional strategies and (2) discipline management in their inclusive classrooms based on their rating. Also I opted to assess their (3) acceptance of SEN students and (4) perceptions of the course. As discussed in Chapter Two, acceptance towards SEN students is a key attribute of teachers' attitudes towards inclusion, whilst the participants' perception of the course may be related to their inclusive practices in their school contexts.

I now shift focus to the data analysis method.

Thematic Data Analysis

During analysis, I aimed to examine patterns across the datasets from interviews, self-reported psychometric measures and lesson observations. Thematic analysis was therefore used to scrutinise and record patterns or themes within data, which were then linked to the research questions (Guest et al., 2011). Thematic analysis focuses on investigating implicit and explicit ideas across various data and allows investigation of individuals' subjective experiences.

Thematic analysis followed two major paths: inductive and deductive. The inductive approach is related to data because data are not fitted into pre-constructed themes; this means that theme development could be data-driven (Guest et al., 2011). The deductive approach is theory-driven that the data analysis is fitted into limited preconceived themes from the theoretical framework (Hammersley, 2015). I adopted both approaches. Initially, I brainstormed on the themes based on similar codes generated from the datasets. Later, I further developed my themes based on the integrated theoretical framework (TPB, ABC attitude and SE model). Thus, the preliminary theme building is based on the inductive approach, and the latter is based on the deductive approach.

Themes

Themes are not merely based on the frequency of key ideas because this does not necessarily imply importance. Rather, themes are also based on their co-occurrence across the key ideas arising in interviews. The themes enable me to comprehend the “big picture” in answering the research questions. This study has two types of themes: semantic and latent (Saldana, 2009). Semantic themes refer to the identification of explicit and surficial ideas from the data. For instance, themes related to teachers’ attitudes towards inclusion are partially semantic themes that explain how teachers affectively, cognitively and behaviourally encounter inclusion. The remaining themes related to self-efficacy, such as social influence and the intended and actual changes in teachers, are latent themes that primarily identify implicit and underlying ideas from the data.

The data analysis process used here is based on the work of Guest (2012), with some amendments according to my context. The steps are described below.

Step 1: Familiarisation with the data

First, I immersed myself into the datasets. Before studying the data, I made a ‘start list’ of potential codes estimated from interview questions, such as resources, teacher training and collaboration. In this stage, the raw data included the audiotaped interviews, my field notes of the lesson observation and self-reported psychometric

instruments. After listening repeatedly to the interviews and reading the observation notes to familiarise myself with the data, I overviewed the three datasets to briefly investigate the possible connections between the start-up theme list and the three datasets. Such overview allowed me to identify possible themes and patterns. I also took notes related to initial ideas around the underlying messages of the participants, thus developing my thoughts about the potential latent themes.

Language and transcription issues

All initial interview transcriptions were integrated into interview summaries. This idea arose when working on the first complete transcription of the first participant, during which I found that some content was irrelevant. Thus, with the help of the summaries, the data from the twenty interviews were organised systematically. However, this approach has the potential to disregard relevant information. To prevent this, I repeatedly listened to the audiotapes and added supplementary notes about possibly relevant data.

Interviews were primarily conducted in English to standardise the language in the study and transcription. However, Cantonese was used in some interviews because the participants felt that using English would limit their expression. All interviews in Cantonese were translated and summarised in English. They were reverse translated by two separate undergraduate students in EDUHK who majored in English because of the quality check and assurance. Herein, the translations were of appropriate quality.

Step 2: Generating the initial codes

An initial list of codes was generated from the data transcription, in a cyclical process instead of a linear one (Saldana, 2009). The first coding process, namely, ‘data reduction’, was to make sense of the data and ‘tell’ the story behind the data. When developing the initial codes, I attempted to condense, cluster, delete and add potential codes from the three data sets. The initial codes were typically related to the usual terminologies adopted by participants. Hence, these codes were mostly descriptive. Some initial codes were related to the frequencies of certain terminologies from participants, whilst some related to explicit interpretations of the participants towards

relationships, places, happenings, values, perception, and processes, and these are relevant to the participants. Then, I indexed the codes of the above information from the interview questions in the interview transcriptions, intended and reported changes in their lesson observations and the questions from the self-reported psychometric measures according to the relevance of the research questions for data reduction.

Step 3: Searching for the initial themes

At this step, I condensed and clustered the initial codes to refined codes which could initiate a new theme. The refined codes were condensed into initial themes using concise phrases that reflected the meaning of the data. For example, I initiated a theme called 'teachers' beliefs in inclusive education' by using refined codes from university-entry assessment, resources, career paths, time restraints and teacher training. The next step was an initial interrogation of the data focusing on how the initial themes could be reviewed and analysed.

Step 4: Searching for the overarching themes

In this step, overarching themes were developed to combine the initial themes obtained from the transcripts and identify interrelations, patterns and reciprocities across sets of codes. The overarching themes reflected the synthesised interpretation of the researcher. After the repeated employment of Step 3, various overarching themes were identified and developed to explain the stories of the participants.

Step 5: Reviewing the identified themes

After the multiple rounds of Step 4, connections were subsequently established between overarching themes and superordinate themes. During this stage, relevant themes were integrated based on their significance to the research questions. I scrutinised and revised existing themes based on their relevance to the data and the codes, and remained open-minded about going back and forth on these themes to re-evaluate any possible opposing or aligning connections amongst themes. Themes with unreliable, irrelevant or ambiguous evidence were eliminated. Some superordinate themes were initiated to comprise batches of relevant themes developed in Step 4. For example, the themes 'how teachers feel/believe in/intend to encounter inclusion' were categorised under the superordinate theme 'teachers' attitude towards

inclusion'. After this step, I attempted to identify a coherent pattern in the themes, as shown in the thematic map (see Chapter Five, *Figure 5.1*). For example, attitudes towards inclusion, self-efficacy and the social influence of teachers on students may cause intended changes in their inclusive practices. Based on this thematic map, I can obtain a comprehensive picture of the datasets.

Step 6: Defining and naming themes

After connecting the themes within the thematic map, interesting aspects of these themes were explained and discussed with the analysis of the three datasets, including (1) quotes from the interview summaries, (2) the perceived teaching capabilities of teachers, (3) their acceptance of students with SEN, (4) their perception towards inclusion training based on the self-reported psychometric questionnaires and (5) the field notes from the lesson observations.

Step 7: Producing the report

The final step was to write the entire analysis. Herein, the elicitation from the final themes enabled me to answer the research questions. This final step ended with member checking, which allowed me to elicit more feedback from the participants.

Validity

Issues on the validity and reliability of both quantitative and qualitative research may arise. Hence, precautionary measures were adopted because the level of validity and reliability may influence the findings.

Triangulation of data collection

One major risk in conducting qualitative research is the presupposition of interpretations. According to Miles and Huberman (1994), this risk may be mediated by triangulation with both quantitative (validation) and qualitative (inquiry) methods, through which biases may be clarified at the beginning of a study, and the personal biases of researchers might be encapsulated in the interviews. Hence, I frequently reviewed my feelings and concepts, queries or problems I encountered throughout the whole study. Member checks are also an effective measure to maintain the credibility of research.

Validity check

Patton (1990) emphasised that researchers being aware of their viewpoints consistently supports objectivity. Therefore, I continued writing reflexive field journals, which were useful for the consecutive reflective analysis and ensured the consistency of the results.

Ethical Issues

The detailed ethical form is presented in the Appendix. Meanwhile, the significant ethical considerations of this study are discussed below.

While I am a tutor on inclusion training, I am not a tutor on this specific course. In this research I only played the role of a researcher, not a tutor in the training. This allowed the participants to speak openly about the course without any consequences to their training and results. However, participants might still associate me with the university providing the training. To minimise their confusion, I requested the participants to regard the interviews as casual conversations and read the interview questions and sign the consent form before the interview.

The exit and access of the researcher are both important because the well-being of participants is always a priority. Thus, a member check was executed, where participants could eliminate or alter lines or terms uncomfortable to them. The participants were given a two-page summary of the research findings with which they could freely express their concerns and feedback to me at any time. Although not given financial incentives for participation, they could benefit from reflecting on their learning and teaching experiences. Nevertheless, some participants might hesitate to share their previous inclusive practices. Hence, I was aware about the right choice of words by rehearsing interview scenarios in my mind before interviewing each participant. When a participant hesitated or felt dismayed, I paused or simply discontinued the topic of conversation. Occasionally, I used other prompts, such as interesting events in my teaching, to readdress their attention to resume the paused conversation.

It is possible that my data collection measures might impact on the participants' inclusive practices, their concepts of inclusion and their understanding of their SEN students. This impact may be positive for participants because: first, there is no standardized definition of inclusion, and second, the impact might provide them with opportunities for reflection. However, I was aware of the potential for teachers might lose confidence because of their participation in the study, for example, if they reflected on experiences where they performed unsatisfactorily. Throughout the study, therefore, I remained sensitive to their feelings and changes in their practice. I did not try to influence their opinion but stayed neutral about their opinions towards their inclusive practices. Hence, I positioned myself more as an active listener and a respondent.

Chapter Four: Transformation of the Participants

Introduction

In the following sections, I will introduce each of the four participants and their backgrounds. Each introduction will start with their background, the difficulties they encountered and how they resolved those difficulties after the training. I will also discuss how they felt at the start of, during, and after the training in the five rounds of semi-structured interviews, and their transformation from the beginning of the training to two months after completion of the training. This chapter serves as the prerequisite for chapter five, which will further explain teachers' attitudes towards inclusion in Hong Kong, their conceptual and practical changes during and after the training in terms of the variations in their self-perceived teaching capability as well as the peer influence of the participants.

Participant 1: YY

YY

A newly assigned SENCo

YY has been a Chinese teacher in a primary school for 18 years. She serves as SENCo because of her experiences in catering for the learning diversity at her school, also a new subsidy scheme by EDB has funded an extra teacher to relieve her teaching load. YY was motivated to serve as a SENCo owing to her passion and enthusiasm in handling disadvantaged students at her school. As an experienced inclusion teacher, YY explicated what she believes are the different dispositions and preferences for handling SEN students.

'There are two guiding principles embedded in my teaching – One is patience which is especially necessary for students with SEN. The another one is mutual understanding which facilitates empathy for teachers when encountering discipline or learning issues.' (Interview 1, YY)

When discussing the training content, she felt that the existing training is insufficient

because she regarded herself as an intellectual in terms of catering for learning diversity. For instance, YY preferred active listening, which shows students concern and care and strengthens mutual communication. YY believes that the good qualities of inclusion teachers are what all good teachers must possess, indicating that the inclusion training programme might be regarded as an intensified and extended programme of general education practices. This notion differed from the other participants who believed that SEN was separate from general education. YY commented on the training programme based on her expertise and experiences. She appreciated the practicum, in which she could plan, attempt, test and evaluate the instructional strategies. Unlike other training she had attended, the practicum enabled YY to experience practical teaching again, which she had done when she was still a student teacher. The practicum motivated her to rethink the steps in teaching SEN students. She also mentioned that the intensive training was provided over too short a time period; this may reflect her genuine curiosity for learning.

Doubt about inclusive practices and collaboration

Although YY was passionate and enthusiastic about her SENCo duties, she suffered anxiety stemming from interactions with her superiors, colleagues and students. First, she doubted the true intention of inclusive policies because she realised that inclusion could interfere with the development of SEN students, especially when teachers cannot cater for learning diversity in class. YY also doubted the feasibility of inclusive practices since her colleagues have reservations about inclusive practices. YY realized that cohesive collaboration in school is effective in avoiding misconceptions and misunderstandings. However, she was concerned about whether teachers have sufficient knowledge or are empathetic enough to help SEN students.

'Nonetheless, owing to the severe inadequacy of training majority of teachers yet lack fundamental understanding of SEN, resulting in poor collaboration among my colleagues.' (Interview 2, YY)

On the one hand, YY realized that inclusion training carries potential benefits, but on the other hand, she unsure about how valuable it actually was. This is probably because she, as a SENCo, was aware that the EDB does not subsidize schools when

the number of teachers who complete the training requirement is insufficient, meaning that the training might be a top-down policy which disregards the needs of the inclusion teachers - although to some extent, she believed that the inclusion training might help her colleagues' inclusive practices.

Remediation of inclusive practices

As a SENCo, the training inspired YY to prioritise the well-being and benefit of SEN students and to better herself as a qualified middle manager to administer inclusive education. YY indicated that her confidence in dealing with students with SEN increased even though they were unfamiliar to her. YY recognised that patience, resilience and persistence might help teachers overcome the challenges in inclusive practices. By providing students opportunities to explore their potential, students can discover their own strengths. Similarly, teachers' acceptance of SEN students may increase when teachers interact with them more. Thus, having sufficient time and meaningful mastery experiences in working with students with SEN is crucial to teachers and students.

"I suppose the instructional strategies and curriculum adaptations are yet the most prevalent components because they inform teachers about the whole class interventions. Whereas, above all both time and space for our thinking should be placed at first priority." (Interview 4, YY)

YY realized that having up-to-date information is necessary, which might imply that independent learning assists school-based inclusive practices. Considering leadership, YY would persuade her school head to implement changes and to extend her network; which indicate that changes in the participants might extend to their wider school context. Thus, YY realized that the self-perceived teaching capability of a SENCo can be augmented by improving inclusive practices in school. She also recognised the potential of extending one's network to the wider context (parents, organisations, etc.), and learned that diligence is necessary for personal success in inclusion.

Overall, YY felt that exploration of SEN teaching requires substantial time and effort. This indicated that increase in the efficacy of inclusive teachers might be more

profound than that of general education teachers. Moreover, YY noted that teachers' own beliefs and values significantly influence their inclusive practices. From the above changes, I believe that YY's ideologies of inclusive education were refreshed as a result of the different perspectives she was exposed to. That is, YY refigured her own values, beliefs and positions to enhance herself through reflection in the training, which might be more important to her than knowledge transfer itself.

Participant 2: Ms. Chan

A green passionate English teacher

Ms. Chan has been an English teacher for eight years in a high-ranking primary school. She attended the inclusion training to satisfy her intellectual curiosity. Ms. Chan was quite enthusiastic, open to new challenges, and eager to adopt and reflect on her own pedagogies in an inclusive classroom.

'When handling students with SEN, I emphasize on preparation and back-up plans for contingency as well as the use of visual aids to attract students' attention.' (Interview 1, Ms Chan)

During the training, she maintained her personal style and independence in teaching and learning. Ms. Chan realized that her personal style in teaching could cater for the needs of her students. However, with regard to learning, she wanted a certain degree of independence because she preferred individual learning to group presentations. Thus, Ms. Chan strived to maintain a balance between independent and guided learning approaches. She realised that the debate about instructional strategies in the practicum allowed her to develop expectations about what to apply, but also resulted in uncertainty and discomfort. This is because demonstrating her teaching outside her own school to others might be embarrassing. Some learning content might improve her cognitive abilities and knowledge in a specialised area and terminologies. This indicated that Ms. Chan might lean towards specialist learning instead of general learning.

Leadership in school-based inclusive practices

Regarding areas of improvement, she wanted to enhance some school-based inclusive

policies, especially those that she was dissatisfied with. Although Ms. Chan was not a SENCo, she had changed her thinking style to that of a leader, given that she proactively tried to share different workable approaches in school. Hence, the course content might have nourished leadership qualities in her. However, the administration of inclusive practices was irrelevant to her teaching position. Therefore, she would need some changes in her position to actualise the content she had learned in her training.

'I have taken the autonomy to browse the handouts prior to the lessons, which has never happened since graduation. Another one is that I have dealt with an ASD case in my school with direct reference to a videoed case shown by the tutor' (Interview 2, Ms Chan)

Another clue to Ms. Chan's desire for leadership was her reported helplessness in the face of the potential resistance to change at her school. This means that despite her passion, she might not have the authority to implement any changes, even the suggested measures might be referential and pragmatic. Apparently Ms. Chan might genuinely want to resolve the ambiguity of the inclusive practice: This justifies her perceived success of the inclusive training practices.

Reflections on changing herself and the school system

Although Ms. Chan was not leading inclusive practices in her school, she demonstrated her active involvement by changing her attitudes, teaching practices and skills in catering for struggling students. She went through a series of reflections after the training. For instance, she pointed out that she lacked some counselling skills in motivating SEN students and talking to them during practicum. Moreover, she mentioned that there were diverse opinions about the teaching strategies in the practicum, which demonstrated that most participants were willing to open up in the discussion, which might motivate their reflections. Particularly, Ms. Chan welcomed criticism to provoke her to reflect and solidify her thinking. Moreover, Ms. Chan became more confident in screening students with SEN, which might be a transitional competence developed after the training. Herein, Ms. Chan experienced a change in attitude and teaching practices because her enhanced self-perceived teaching

capability might have inspired her to develop her inclusive pedagogies.

'I think that the instructional strategies, discipline management skills and curriculum adaptations are central constituents, which informs me the most authentic and practical tactics and intervening approaches in handling students with SEN.'
(Interview 4, Ms Chan)

Ms. Chan concluded that she had become more confident in catering for students inside the classroom through suitable adaptation techniques taught in the training. For example, she used PowerPoint presentations more frequently and distributed the presentation handouts to students. Although the use of presentations might not imply a literal improvement in teaching, the change might demonstrate another ripple of reflection of her extended SEN pedagogies. After the course, Ms. Chan further assured herself that an interactive yet interesting approach could help students with particular cognitive needs.

Herein, Ms. Chan experienced a change in terms of reflection. She has started to think, reflect and establish her teaching strategies and ways to deal with her SEN students using the course content. The ultimate objectives behind all these changes might be to replenish the insufficiency of her school system and demonstrate her potential leadership uniquely in her school-based inclusive practices.

Participant 3: Suen

A teacher striving for a place in school

Suen has been a Chinese and mathematics teacher in a primary school for 21 years and primarily serves students with SEN. Suen was a reflective teacher who had numerous concepts and ideas about handling SEN students. For instance, he realized that a self-learning centre could effectively arouse students' learning interest and motivation instead of tasks assigned to them. He also reflected on the training course content and actively gave feedback about the content. For example, Suen favoured the change in the view of SEN students as patients to individuals who should not be discriminated against. His preferred paradigm shift showed his interest in the origin and development of inclusive practices in HK, and displayed his reflection.

'I think the transition from medical paradigm which regarded students as patient to social paradigm which stand against discrimination can nurture the teachers' sympathy and empathy in catering for students with SEN.' (Interview 2, Suen)

Despite being reflective, Suen felt he had been underperforming more than the other participants. During the practicum, Suen encountered stress when a student resisted his teaching efforts, which resulted in a change in his role to that of an observer. He found that such anxiety might reappear in his own teaching. Moreover, he claimed that female teachers tended to be more organised, which was a strength that he lacked. His feeling that he was slightly underperforming resulted in anxiety during group discussions. Suen also doubted his profession because he perceived himself as an ordinary teacher instead of an inclusion teacher, which implied that the training could not transform him into a specialist teacher. In fact, the feeling of being underprivileged or disadvantaged might be related to his intrinsic anxiety about his dual identity as a teacher and a parent of an SEN student in the same school.

Pressure from dual identities

Suen experienced stress in his life from his family and career because he mentioned his anxiety repeatedly throughout the interviews. A source of anxiety was a confrontation with his colleague who queried about the interventions for Suen's son who had SEN, who was also a student in his school. Both Suen and his son were diagnosed as slow learners in primary school. Suen was diagnosed at such an early stage because his parents found that he could not learn at the same pace as others. As Suen was worried that his son might have inherited the learning difficulty, his son was also diagnosed at an early age. Having a dual identity as a teacher and a parent of an SEN student caused embarrassment and anxiety to Suen. In fact, Suen attended the inclusion training because his school seniors requested him to do so to avoid further confrontations.

'I am under huge anxiety and pressure when being stuck between my family and colleagues so I considered this course as a short break to alleviate my anxiety.' (Interview 1, Suen)

Evidence also showed his hope to build regional networks, reflecting that he might not be well supported in school because his current working context did not recognise his abilities.

Reconciliation with his plight

To diminish the anxiety, Suen underwent certain reflections and changes in his attitudes and inclusive practices after the training, which provoked him to ponder his own inadequacy in teaching struggling students. First, Suen was aware of contextualising the learning environment for SEN students, but he hesitated to adopt this method because of time constraints – this is an indication of his reflection on the feasibility of inclusive practices. The intermittent combination of positive and negative physiological feedback and social persuasion might also further inspire Suen to reflect on his own ideas and suggestions. After the training, Suen would ask his students to think more critically instead of giving them answers. Additionally, he knew that strict discipline control might be detrimental to the success of SEN students. Regarding the training, Suen reflected that the ‘arranged’ practicum could not present the real classroom, which his transformation might be improved further if the practicum was organised at his school. Suen pointed out that the inclusion training programme had reshaped his attitude towards students with SEN. Hence, the growth of his own self-perceived teaching capability was not based on literal improvement of skills but on a change of attitude. Actually, he had changed from adopting a controlling style to a more understanding and open-minded one. Thus, although he might have been exposed to some skills and pedagogies, what he really experienced was openness and acceptance. Evaluating his overall changes after the training, he mentioned that his experienced growth in confidence and competences are rooted in his increasing reflection on his pedagogy and skills, although I did not observe this stated change in his pedagogies.

‘I now work on more proactive screening of the SEN symptoms, adaptation of curriculum, the students’ mentorship program and more frequent contact with the SEN students’ parents.’ (Interview 5, Suen)

This highlights the need to be circumspect in relation to the data - the perception of a change might not be equal to an actual change in practice. Interestingly, Suen recommended that teachers form unions or alliances to circulate teaching resources and reduce pressure. Suen hoped that his colleagues would re-evaluate their students and consider the causes of their misbehaviour. He also suggested that the EDB build regional networks or alliances comprising teachers with inclusion training, educational psychologists and other specialists.

Notably, the changes in his instructional strategies might be hardly noticed, but the changes in his conceptions might be more discernible. In summary, Suen attempted to change others' label of him as a less capable teacher and to regain his respect from his family and colleagues.

Participant 4: Cat

A profound hospital school teacher

Cat has been a teacher at a hospital school for three years. He used to teach Science and Physics when serving as a SENCo in mainstream secondary schools for two decades, but he changed his career path because of anxiety. With his experiences, he realized that he could be a resource teacher or even an educator of inclusion training. By sharing his successful practices or insights, he would have a clearer image of the weaknesses he could improve or the objectives he could accomplish at his hospital school. Similar to YY, Cat attempted to develop better self-perceived teaching capability. Owing to his expertise in inclusive education, Cat was considerably reflective and evaluative of his training. For instance, he thought the concepts of executive function (EF) and theory of mind acquired were important to hospital school teachers as they were seen as effective tools to use when working with students with behavioural problems. Cat was negative towards a formal and official assessment to evaluate teaching performance, perhaps because he did not have the opportunity to apply the theoretical component.

'I am negative towards having formal and official assessments in evaluating our teaching performance since we are mainly designated to handle regular students.'

(Interview 3, Cat)

He also favoured more independent learning approaches, such as extra reading material, resources and problem-solving case analysis, to be included in the training. Other suggestions included flipped classrooms, problem-solving sessions and student-centred delivery.

Submissive to changes and identities

Having been a SENCo for two decades, Cat acquired greater understanding of inclusive practices but simultaneously had more doubt and distrust towards educational reforms. For example, Cat realized that the laws and the paradigm shift in SEN were rigid or inapplicable to the current situations. Concerning the certificates after training, he believed that the certificates were ubiquitous: he was sceptical of the true intention of the training, that is, whether the aim was to improve the training statistics of the EDB or to help teachers. Cat explained that some teachers attended the course just to fulfil the training requirement or to be promoted, rather than to learn about inclusion:

'I speculate that the inclusion training will not be so promising and appealing to the teacher participants because they like to expose themselves to more different options and more likely they will not opt to attend a four-week course.' (Interview 4, Cat)

Also, he reflected that the university entry assessment might be a barrier for SEN students. Facing confusion in his hospital school context, Cat doubted if he could be a specialist teacher unless he restarted his career as an education psychologist. As a hospital school teacher, Cat learned that putting great effort into helping an individual student was not as easy as he used to think. He also highlighted that his training could not be applied to his specific hospital school context. Therefore, he felt that his everyday practice could not fully demonstrate his competence. Thus, a mismatch between the working context and training content might adversely affect teachers' self-perceived teaching capability. During the post-lesson meeting, Cat indicated that the strengths of his lessons were the use of multi-sensory elements and the reflections provided for his students. A weakness pointed out was the lack of textual and writing

support.

Rethinking, reconfiguring and reforming

Cat did not seem to have learnt numerous skills that would be useful in his everyday teaching, because he had probably been exposed to these skills already. The advantages of the training for him might be the initiation or even reiteration of his own reflections to improve his teaching. To overcome the barrier of the university entry examination, Cat further reflected on the possible outcome of the inclusion training, which is the exploration of students' potentialities to help SEN students succeed in non-academic areas.

'I really welcome the old practices that F.3 graduates used to opt to proceed to skills training instead of being retained to do for the university assessment since SEN students' potentialities could hardly be explored.' (Interview 5, Cat)

Cat realized that SEN students with more chances for success are more likely to be socially accepted. To overcome unfamiliarity with the hospital school setting, Cat attempted to establish good relationships with his SEN students. He added that he could not recall any skill that require no application. Again, I could see that Cat was not concerned about the instructional strategies, terminologies and specific terms learned, but how he adjusted his strategies to aid his students. This indicated he transformed knowledge into usage. In summary, Cat learned how to handle his teaching in a multi-dimensional way. One noticeable change was that he looked into inclusive practices more comprehensively, not only from the pedagogical perspective but also from the medical, psychological and specialist perspectives. Moreover, he realized that interactive yet amusing tasks and games can improve SEN students' engagements.

Cat also experienced a re-understanding of his own stance: what is the difference between a regular teacher serving in a hospital and a hospital school teacher? Cat's concern about the utility and user-friendliness of the training showed that he was reflecting on ways he might deploy the acquired knowledge in his everyday teaching more systematically.

Summary

The above sections have briefly introduced each participant, their reflections, as well as their difficulties and how they resolved them after the training. YY was a very passionate SENCo who endeavoured to encourage her students and her colleagues to attempt new strategies learnt, but was challenged by her own psychological barrier that her colleagues might be reluctant to follow her. To resolve this, she tried to extend her network to seek more resources and chances for collaboration. Ms. Chan was a very creative teacher who always hoped to add new elements of teaching.

Nevertheless, she was unsatisfied with the inadequate administrative support in her school, and her colleagues' resistance towards inclusive practices. She tried to resolve these difficulties by leading some changes in her classroom practices and counselling skills. Suen understood the situation of SEN students because he himself and his son were diagnosed as slow learners. Nonetheless, Suen was pressurized by both his colleague and his family because of his dual identity as a teacher and a parent in his school. The training triggered him to rethink his teaching practices and how he could improve them. In general, his attitude towards inclusion has changed. Cat was the most experienced participant, who previously served as a SENCo. However, he was still a new hospital school teacher who needed to get used to a lot of changes. Overall, he was pessimistic about inclusion and his own identity. However, conceptually, the training has refreshed and reassured Cat of his teaching abilities in the hospital school setting. He became more confident in taking care of the students individually. Seemingly, the inclusion training might have inspired these four participants to resolve their difficulties both explicitly and implicitly.

The focus will now shift to how the changes in the participants occurred after their inclusion training. The discussion starts with the teachers' initial attitudes towards inclusion and moves on to their developments from their training based on their self-perceived teaching capabilities and peer influence. The analysis then moves to their intended changes in their inclusive practices, and subsequently, how those conceptual and practical changes are actualized. An in-depth discussion of these

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

elements will be provided via a range of overarching and subordinate themes in Chapter Five.

Chapter Five: Data Analysis

Introduction

In this chapter, I refer to the combined theoretical framework of this study, as outlined in Chapter 2, to discuss the findings obtained from the data collection methods. These findings are directed to address the main research question, ‘What changes do established teachers experience after inclusion training? How are these changes related to their inclusive practices?’ by responding to sub-research questions ‘What are teachers’ attitudes towards inclusive education in Hong Kong?’ (RQ1), ‘What changes do established teachers experience after inclusion training in terms of how they perceive their practice?’ (RQ2) and ‘How are these changes related to and implemented in their inclusive practices?’ (RQ3).

In the following section, the overarching theme ‘Teachers attitudes towards inclusion’ mainly addresses RQ1(Figure 5.1), while the overarching themes ‘Teachers’ changes in their self-perceived capabilities’ and ‘social influence’ mainly address RQ2. Finally, the overarching themes ‘teachers’ intentions to change’ and ‘teachers’ reported changes in inclusive practices’ address RQ3.

5.1 The overarching and subordinate themes for the data analysis

Teachers’ attitudes towards inclusion

- How teachers felt about inclusion
- How teachers thought about inclusion
- How teachers intended to encounter inclusion
- Teachers’ acceptance of students with SEN

Changes in teachers’ self-perceived capabilities

- Increase in self-perceived capabilities
- Decrease in self-perceived capabilities
- Self-perceived capabilities in curriculum adaptation and discipline management

Peer influence

- Colleagues
- Mass media

- Cultural influence

Teachers' intentions to change

- Intended changes in teaching practices
- Intended changes in collaborative practices
- Lesson observation: intended changes

Reported changes in inclusive practices

- Teachers' perception of their acquired inclusion training
- Cognitive changes
- Indicators of the SEN teaching profession
 - Actual collaboration with colleagues
 - Professional interventions for students
 - Collaboration with parents
- Lesson observation: reported changes

Themes

Teachers' attitudes towards inclusion

As highlighted in RQ1, teachers' attitudes towards inclusive education in Hong Kong are the starting point for this chapter. Teachers' attitudes will be briefly interpreted based on three dimensions: how teachers felt about inclusion, how they thought about inclusion and how they intended to encounter inclusion.

How teachers felt about inclusion

Teachers' feelings about the concept of inclusion varied. YY felt that withdrawal classes beyond the regular class time could help teachers focus on remedying the students' weak areas, even though withdrawal classes violate the concept of inclusion because they segregate students. In her opinion, academic inclusion might not be the best measure to help students with SEN. Ms. Chan appeared rather neutral towards inclusion, believing that the concept of inclusive education is controversial because conceptual inclusion as per the EDB might be contradictory to academic inclusion, which focuses on learning diversity. Ms. Chan realized that students with SEN might ultimately be filtered and ejected by examinations in both their own schools and at the university-entry level which focus on academic performativity. Therefore, she considered the need to adjust the learning goals, especially for SEN students – which

is in contrast to the examination-driven approach of the EBD. Her thoughts reflect a link between teachers' perception of inclusive education and how they cater for learning diversity in an inclusive class. This highlights the tension within inclusive education that stems from elitism: Ms Chan instead seems to depend on her own judgment and conscientiousness.

'In general, I am quite reserved and neutral towards the notion of inclusive education in HK ... I am hesitant because I realise that the inclusive education practice in HK is problematic—the government accepts the idea of the inclusive classroom but rejects it using the examination system.' (Interview 1, Ms. Chan)

Suen welcomed inclusion because he felt that it was important to prevent SEN students from feeling discriminated against or insulted. He believed that it was equally important to adjust expectations across subjects based on diverse abilities of every student. That is, teachers' fairness to both mainstream and SEN students could fulfil certain aspects of inclusion. In contrast, Cat opposed the idea of inclusion because he preferred one-to-one teaching over whole-class teaching. In his context, as an individual teaching setting, he could customize his approach to assist students with mental and behavioural problems. Additionally, his dislike of inclusion also made him shift his career from mainstream schools to hospital schools. In summary, teachers' feelings about inclusion might be diverse because of their experiences of inclusion – although they have considered what kind of teaching could benefit students with SEN. The standard inclusive education practices in Hong Kong might not be the best measure to cater for the needs of students with SEN, but in response to this teachers customized their own ways of doing so. I now move on to how the teachers thought about inclusion.

How teachers thought about inclusion

Although possessing different feelings towards inclusion, the participants had various thoughts about how inclusion should be practiced, which might drive or interfere with their inclusive practices. The following paragraphs explain how teachers thought about inclusion in terms of their internal context, such as how they position themselves in the school and family, and their cultural background, and in terms of

the external context including the examination system, students' graduation paths, and their inclusion training.

Concerning the relationship between positioning in school/family and inclusive practices, YY believed that an inclusive teacher who is recognised and promoted might have more confidence in catering for SEN students owing to more exposure, observation of others' practices, reception of promising feedback and good psychological status. The way teachers encountered children with SEN outside classrooms might also relate to their perception of inclusion training. For example, Suen believed that what he learnt from training could be applied to his son who is a slow learner. With regard to cultural background, all the participants believed that the ideology of Confucianism seems contradictory to the ideology behind inclusive education.

'However, I believe that Confucianism, which is entrenched in Asian countries, might contradict the notion of inclusion because Confucianism manifests obedience and elitism.' (Interview 1, Ms. Chan)

Herein, Ms Chan might have highlighted her plight and doubt to implement inclusive education owing to her perceived psychological batter caused by the Asian cultural background. Externally, participants were most concerned about the actual implementation of inclusive education. The first concern was about time constraints: all participants felt pressured because they had to fulfil inclusion requirements, including specialization of their curriculum, provision of social skills training and the examination adaptation, within limited time.

'Nevertheless, I think that the pace of the current inclusive education policy is too fast, and the support for teachers is inadequate.' (Interview 1, YY)

The participants also had concerns about leaders in inclusive education at their own school. All the participants believed that there is an urgent need for school heads, SENCOs, and middle managers to attend inclusion training, because they should be committed to catering for learning diversity. In actuality, the idea that some SENCOs

might merely adopt the instructions of seniors to go for training, without considering the actual needs of students with SEN. In turn, SENCOs might also face anxiety when complying with their seniors' instructions promptly, without adequate time to understand and administer the ideas from training. Apart from the time constraint and the lack of engagement by school leaders, participants also discussed the lack of sufficient funding for employing resource teachers who could provide them more space and flexibility to plan and carry out inclusive practices.

'However, I am unhappy with the severe inadequacy of funding and teachers' support. The funding from the EDB is insufficient for employing extra teachers to alleviate the workload derived from students with SEN.' (Interview 1, Suen)

When discussing the limited resources, they also expressed their dissatisfaction about the limited quota of teachers receiving inclusion training due to their school heads being reluctant to release teachers for training, because the training might cause disruption of the school routine.

'I had never received inclusion teacher training in my undergraduate study, and it was very difficult to apply for official structural training given the restricted quotas and incompatible lesson timetable.' (Interview 1, Suen)

Suen's major pressure, then, was that teachers with no inclusion training were still required to implement inclusive practices. Nonetheless, just participation in the training and receiving the certificate was not seen as enough: participants were doubtful about the value of these certificates. Particularly, YY pointed out that these certificates were unimportant.

'I think the certification is not as important as what I have acquired from the training.' (Interview 4, YY)

YY did not believe that the certificate carries any professional value because almost every participant was eligible for the certificate. This sentiment might explain her reservation about the value of the training. What was more important was what

individual teachers took away from the training, and how they developed as a result – this would obviously vary between teachers, and the certificate did not represent this. However, while the true value of training might not be reflected by certification, actually the certificate could provide teachers a sense of professionalism to help gain their confidence about identifying SEN students and developing relationships with their parents.

Furthermore, the participants were worried about how their SEN students would respond to inclusion. First, they talked about the examination-driven system. All the participants realized that the SEN students might not survive the assessment as it focusses on text output and writing: standardised assessment does not value, and might even restrict, other potentials. This is evidenced by most post-secondary institutes that teach non-academic subjects still require students to have threshold examination marks.

‘Nonetheless, the current examination-oriented and result-driven education system has restricted the career development of low academic achievers, especially students with cognitive SEN.’ (Interview 1, Cat)

This finding echoed the belief that the examination-driven education system contradicts the rationale of inclusive education, since students with SEN are assessed on their examination results in their schools and public examinations instead of their other non-academic potentials and strengths. The reservation towards the dominance of the existing examination practices in schools might result in a negative perception of the inclusion training participants received, because the training outcomes might have little meaning for them.

‘Such problems encourage regular schools to abandon SEN students because they will be a burden in terms of improving the public exam results.’ (Interview 2, YY)

The excessive attention to public examinations also stimulated the participants to ponder the graduation and career paths of SEN students who graduated in secondary schools. For example, Cat felt that the past inclusive practices might help SEN

students to further their study or career because the vocational training in the past had no threshold requirements on public examination results.

'When I compare the current HK education system with that of the past, I found that secondary school graduates in the past used to have diversified career paths... such as construction, car repairs, hand crafts, cookery and other non-academic industries.'
(Interview 1, Cat)

Overall, they felt that any effort they put in the curriculum and examination would be in vain because they believed that their SEN students would fail to develop their non-academic strengths, owing to unsatisfactory results in the university entry examination. This could become a prominent barrier in fostering teachers' perceived teaching capabilities.

How teachers intended to encounter inclusion

So far, I have discussed how teachers felt and thought about inclusion. This section focuses on how the participant teachers intended to encounter inclusion. Suen posited that inclusion teachers should have specific positions in schools, for which they should be provided with specific training, terminology mastery, skills in diagnosing students with SEN and a professional image. In short, Suen does not want to be a regular teacher who was assigned to cater for the 'naughty' students, but a real expert who could handle inclusive practices professionally. That is, the ability to perform like a professional SEN teacher could be deemed as specialism. This was important for Suen - he expressed his need to improve his teaching practice to get rid of the label of being an incompetent teacher. YY attended the inclusion training partly because of her willingness to engage with the topic, but partly because of supporting her promotion prospects. Overall, though, the participants were generally more open towards the inclusion training in terms of their personal growth, professional development and career prospects, which might help them encounter inclusion.

'I initiated to attend this SEN course partly because I think it is a very invaluable opportunity to leave school for a while and learn as a full-time student to access the newest instructional strategies and discipline management skills.' (Interview 1, YY)

Cat suggested that school managers should also undergo inclusion training to learn about operational issues in implementing inclusive practices. He also suggested that such inclusion training include leadership training and multidisciplinary collaboration. This suggestion echoed Cat's dissatisfaction with the ignorance of seniors or school heads towards inclusive education. He reflected on the competence required for various positions in school, which implied the need for a rethinking of the process of inclusion from the perspective of school leaders and teachers. In Hong Kong, some schools can choose to adopt the non-inclusion model if they forgo extra subsidies; moreover some teachers might be unwilling to follow the inclusion policies even though their schools claim that they are inclusive. Hence, a rethinking of the inclusive education process was important for Cat, to help him reflect on the genuine value of inclusive education for students with SEN regardless of whether inclusion is legitimised. Further, Cat regarded SEN as a serious discipline that requires professional knowledge and collective responsibility. This could also be reflected through his fulfilment of requirement as a registered special education teacher. Thus, the training itself might reflect the teachers' job or requirement rather than the teachers' interests. Additionally, the certification might serve as a shield for their teaching career.

'I have to fulfil the 240 hours training in order to fully satisfy the official requirement to be a registered special education teacher.' (Interview 1, Cat)

Apart from the career aspect, Ms. Chan also seemed genuinely interested in learning about SEN as a professional discipline. It is worth noting that Ms. Chan attended the inclusion training solely because of her pursuit of excellence in her SEN teaching. In fact, all the participants joined the training because they expected the training could help with their working context, such as handling uncontrollable behavioral discrepancies. At root, the participants' expected the inclusion training to be relevant and practical to their teaching contexts, rather than telling them everything about SEN teaching - the training might be deemed less effective if it is beyond teachers' needs.

'I am not interested in attending the training for Physical Disability because seldom

do I encounter students with physical disability. ' (Interview 1, Ms. Chan)

Overall, the participants seemed to welcome the inclusion training based on its practical value and relevance to their school settings .

The next section presents the self-reported psychometric measures for teachers' acceptance of SEN students, which is likely to be closely related to their attitude towards inclusion, as previously discussed in Chapter Two. The measures were rated on a scale of 0 to 10, with 10 representing the highest acceptance level and 0 representing the lowest.

Teachers' acceptance of students with SEN

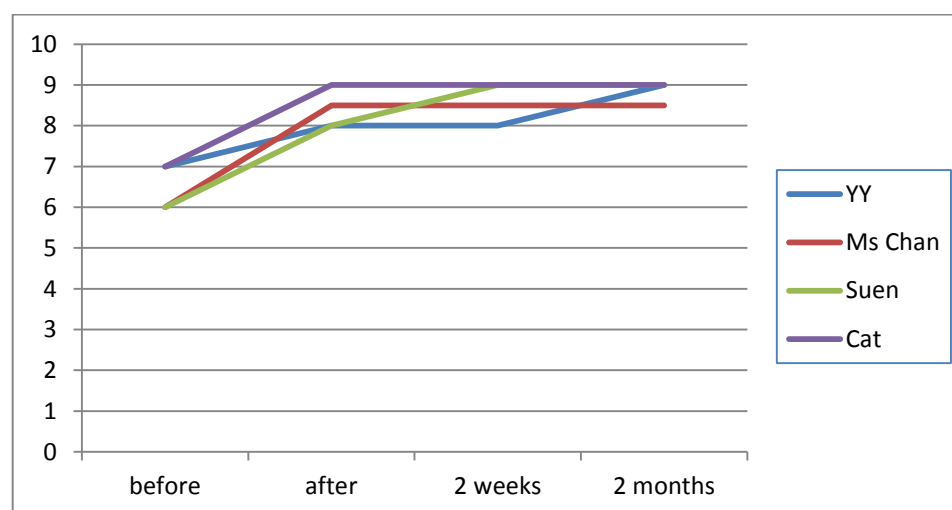
Before training. Aside from the affective, cognitive and behavioral components, the teachers' attitude towards inclusion can also be reflected in the level of acceptance of SEN students. This refers to their recognition of students' learning and emotional difficulties and their willingness to incorporate them into the mainstream classroom. Before the training, all the teachers reported that they were moderately accepting of SEN students. The participants conceptually and ethically agreed the idea of leaving no students behind, but the various affective and cognitive concerns related to inclusion seemed to lower their acceptance level. Suen indicated an acceptance level of 6 before the training, as he felt that catering for the needs of SEN students was an assignment not his own will. Cat had a pre-training acceptance score of 7, which was not low according to Cat. He explained that all students in a hospital school setting must have been diagnosed with SEN and that it was his mission to cater for the learning diversity. This explains his considerably high acceptance at the beginning and also reflects on his view of it as a job rather than his own will. Again, his acceptance of SEN students might be restricted by the work context. Ms. Chan's acceptance score was moderate at 6; the score reflects an incident wherein she was threatened by an autistic student who shouted and attacked others in class. YY scored her acceptance level as 7, since she realized that her religious and personal values made her accepting and tolerant towards students with diversity. These pre-training scores might imply an implicit relationship between teachers' personal values, their

cultural background and their acceptance of SEN students.

After two weeks of training. After two weeks of training, YY's acceptance rating increased from 7 to 8, while Ms. Chan's increased from 6 to 8.5. The reported acceptance level was higher by 2 points for both Suen and Cat, with an increase from 6 to 8 and from 7 to 9 respectively. The increase might be due to their reflective capabilities (discussed in the next section). It could also mean that they had started perceiving inclusive practices as feasible. Thus, better confidence in implementing inclusive practices might change teachers' evaluation of the SEN students and realise that they now could handle them with their reflections, skills and knowledge, resulting in more acceptance of SEN students. Therefore, the training may not only have resulted in an increase in their self-perceived teaching capabilities but it also change of their attitudes.

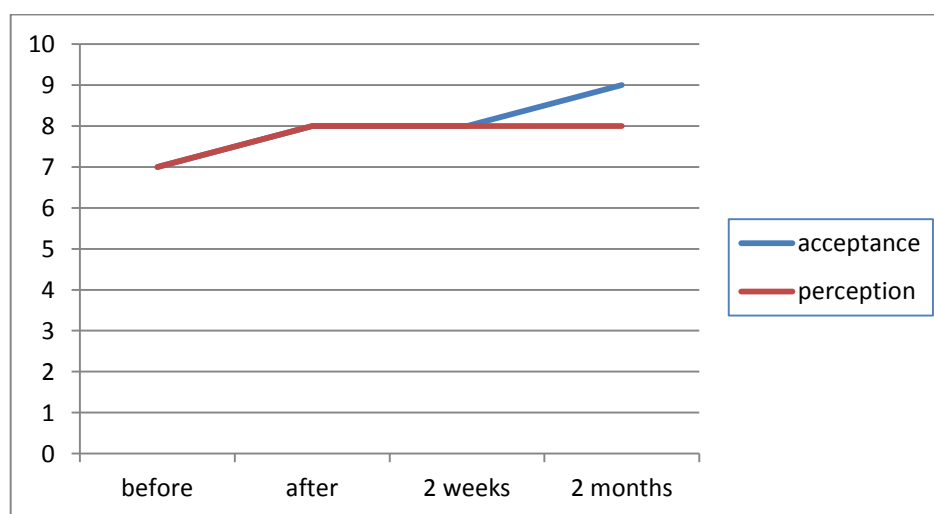
Two months after training. Three teachers reported no further increment (Diagram 5.2). This might mean that the teachers associated the success of their inclusive practices with their acceptance of SEN students while their successful inclusive practices might not happen within two months after the inclusion training. That is, their acceptance might have been higher when they evaluated their inclusive practices as successful after two months, or vice versa.

5.2 Teachers' acceptance of students with SEN



In contrast, YY reported an increase in acceptance from 8 to 9. She explained that her acceptance rose since she realized that the more she encountered students with SEN, the more accepting she was about their difficulties. This further supports the idea that teachers' perception of the course might affect their acceptance of SEN students, which could sustainably increase even if they perceived their inclusive practices as difficult (Diagram 5.3). Herein, the perception of the course refers to the teachers' evaluation of the course content including the theoretical components and practicum, which is to be detailed in Diagram 5.9 on P.109. The positive relationship between the perception of the course and teachers' acceptance towards students with SEN might be evident when both teachers' perception of the course and their acceptance towards students with SEN were rising before the training and such rise persisted until the end of the training.

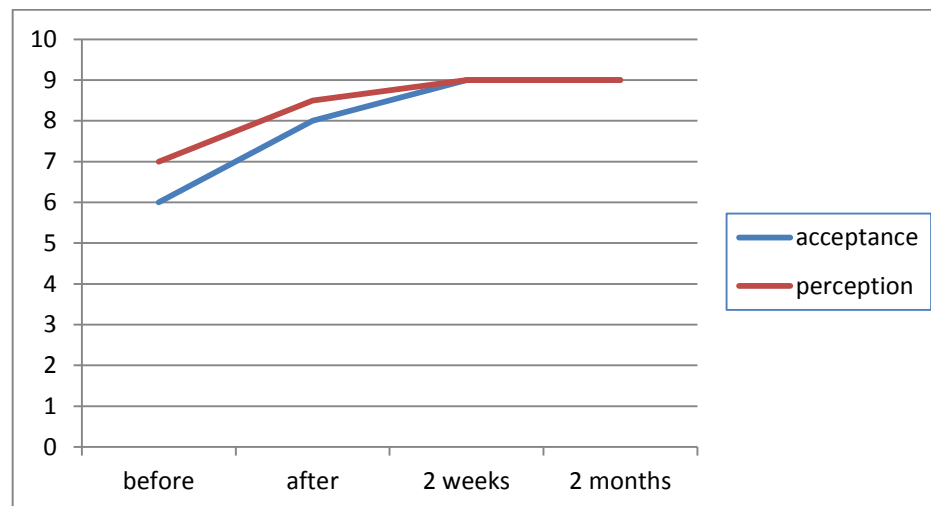
5.3 YY's acceptance of students with SEN and her perception of the inclusion training



Another example worth noting is that Suen, whose acceptance score increased from 8 directly after the training to 9 at two weeks after the training and whose perception score increased from 8.5 to 9 in the same period (Diagram 5.4).

5.4 Suen's acceptance of students with SEN and his perception of the inclusion training

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

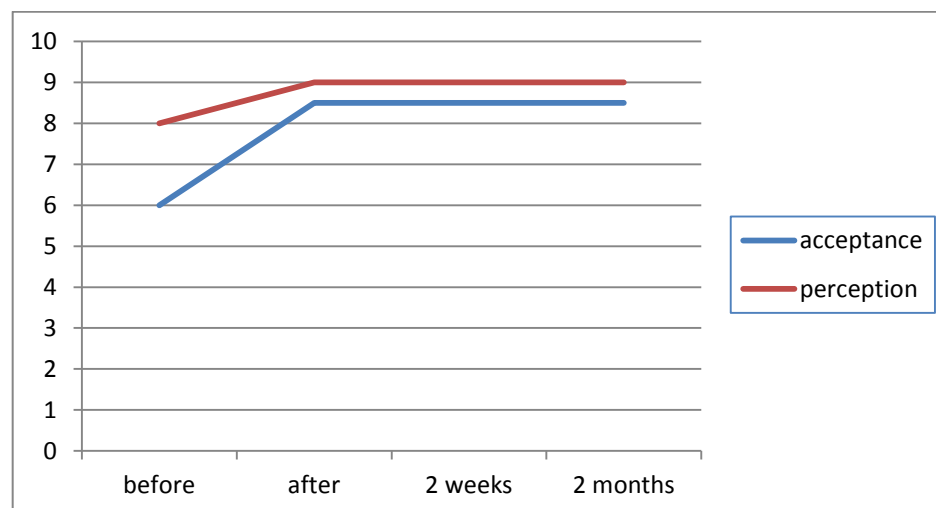


Suen's scores could indicate that he had already evaluated his changes in inclusive practices as the outcomes of the training, which made him more accepting of SEN students. He explained that after the course, he improved his 'capacity' to accept SEN students since he had nurtured more sympathy and empathy towards them. The more he applied what he had learnt, the more accepting he was of SEN students.

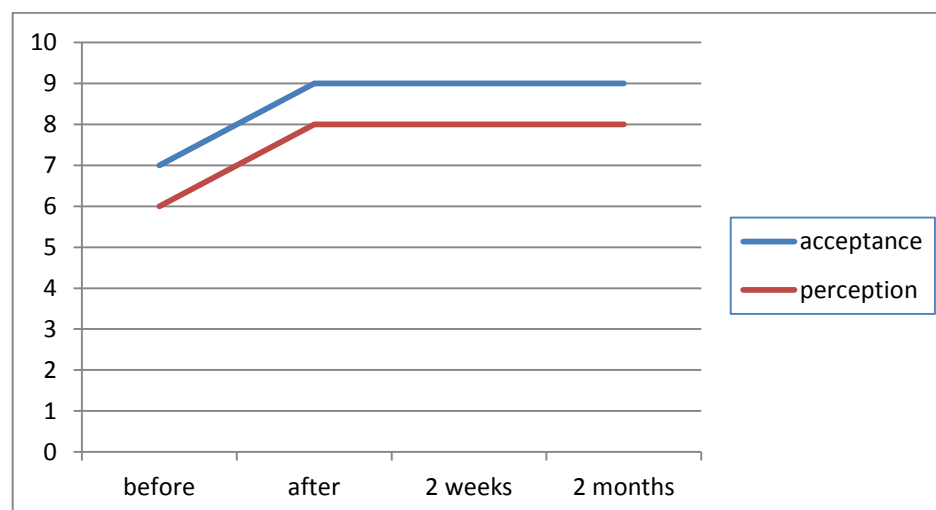
Ms. Chan and Cat (Diagrams 5.5 and 5.6) did not have shown a similar increase in acceptance at two weeks and two months after the training – this may be because they were still be evaluating how the course content might be related to their inclusive practices. They might take a longer time to perceive any increase in the effectiveness of their inclusive practices. Alternatively it may be that changes were immediate and no further changes would take place.

5.5 Ms. Chan's acceptance of students with SEN and her perception of the inclusion training

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices



5.6 Cat's acceptance of students with SEN and his perception of the inclusion training



Thus, teachers seem to be more accepting of SEN students when they deem their training to be relevant and effective to their inclusive practices. The inclusion training might therefore increase their acceptance of SEN students. However, Ms. Chan and Cat maybe require more time to evaluate their inclusive practices, which might explain no increase in their acceptance of SEN students after the training.

Changes in teachers' self-perceived capabilities

The themes 'changes in teachers' self-perceived capabilities' and 'peer influence' help answer RQ2, 'What changes do established teachers experience after inclusion training in terms of how they perceive their practice?' As discussed, participants might be positive towards inclusion training since they thought it could help them sustain

their inclusive practices. It was subsequently necessary to explicate teachers' changes after the training based on their self-perceived capabilities and peer influence, as stated in Chapter Two.

Increase in self-perceived capabilities

The analysis is based on the theoretical component, which the participants evaluated as important during practicum.

'I think that, generally, the course content is fair. I think I have learned significantly about interventions for students with ASD/ADHD.' (Interview 2, Cat)

Cat's remarks on the theoretical training could reflect teachers' understanding of SEN as a proper specialism rather than simply an additional teaching task that anyone could take up.

'I am more confident to exchange my thoughts with the occupational therapists (OT) and the physio-therapists (PT) in the hospitals I am serving.' (Interview 4, Cat)

This is supported by Cat's statement that he had acquired more specific terminologies after the training, and related this to a feeling of expertise. He also acquired growing confidence in using SEN terminology, as well as critically reflected on the training he considered to be useful. Although not perceiving himself as a specialist, the confidence Cat gained in interacting with specialists, through familiarity with terminologies and theoretical components might have strengthened his self-perceived teaching capabilities and improved his inclusive practices from a specialist's perspective. This reflects his eagerness to be perceived as a professional inclusion teacher instead of a regular teacher. Additionally, this could be related to the amount of subject knowledge, concepts, practices and terminologies the teachers possess.

Related to this, Ms. Chan suggested focusing on one to two areas of most interest to teachers which teacher participants could choose. The suggestions for specialised course content might reflect Ms. Chan's desire to becoming more knowledgeable in understanding students with SEN. Further evidence is YY's interest in acquiring

training on mental disorders because of the increasing number of students with emotional and behavioural disorders (EBD). The concern about having more courses based on psychopathological factors and terminologies beyond the SEN spectrum depicts the extent to which YY wanted to be perceived by her colleagues as a professional practitioner, in the same way that a clinical or educational psychologist is viewed, which might help clear the label of inclusion teachers being incompetent teachers.

Although all the teachers were positive about the training content, the interviews contained some negative feedback about the content.

'I suppose that the four preparation sessions should be arranged precisely prior to the practicum so that we teachers can have more spare time and flexibility to adjust our teaching content with reference to the first contact with the students during the practicum.' (Interview 3, YY)

These comments might not imply a decrease in the teachers' perceived teaching capabilities, but their reflection on refining their own SEN teaching. The overlap that YY pointed out suggests that she was studying the material quite seriously and thoroughly, indicating a change in the way she received and perceived her course training, from an attendant to a participant who proactively explored the inadequacy of the training. This change triggered by the reflective capabilities might imply a transformation in her learning behaviour and allow her to become more empathetic towards their SEN students. Hence, YY might become more sensitive and evaluative towards inclusive practices and their own SEN teaching. Similarly, Cat's reflection on his training may also demonstrate a growth in perceived teaching capabilities.

'I am reserved on the predominance of the coursework hours because I feel that having too many teacher-centred tutorials is too passive and unproductive.' (Interview 2, Cat)

Cat's opinion that the tutorials were teacher-centred might imply his reflection on his past teaching experiences because in the first interview, he stated that he preferred

small group teaching to whole-class ones because such a setting could address the needs of student with mental and behavioural discrepancies. It is difficult to justify which teaching strategy might suit the needs of this inclusion training, but his opinion indicates how he tries to cater for the needs of SEN students, which triggered his own reflections of his inclusive teaching in the past and present. Such reflection has the potential to change his existing practices for SEN students in a positive way. Further, Cat related his inclusion training to application.

'I think that the T-S interaction required significant tolerance and understanding because of my comprehension of the needs of the ASD students.' (Interview 5, Cat)

Cat highlighted SEN is unlike certain technical subjects where some skills can be taught and applied immediately. The inclusion training might therefore be part of his professional repertoire as inclusion teachers. Given that the training is related to its application, the utility of the learnt instructional strategies was demonstrated by the practicum. YY was very positive towards the arrangement of the practicum.

'My most unforgettable lesson had inspired me that with appropriate and prompt interventions, students with SEN would be able to improve their performance academically or mentally.' (Interview 1, YY)

Beforehand, YY expected the inclusion training to have a student-centred approach with application. The well-received practicum fulfilled her expectations – she felt acknowledged and recognised when collaborating and given positive feedback. By contrast, some experienced teachers might have felt uncomfortable or embarrassed when they were exposed to try-out teaching, due to not appreciating the pragmatic aspect of the practicum. Nonetheless, regardless of the level of experience of teachers, the practicum reveals that SEN teaching might be one of the many scenarios or situations.

'I recalled that the P.6 boy who had been selected during practicum increased my self-efficacy in handling more mature students with SEN in my school.' (Interview 4, YY)

Therefore, practicing teaching in front of peers does not have to be a source of anxiety but can be a demonstration of how other professionals would deal with the same situations and how their teaching could be evaluated. The sources of the teachers' SEN teaching capability might include peer review, feedback, evaluation and exposure to many situations because of the fluid nature of SEN. Therefore, greater efficacy might be attained through interaction with professionals and peer evaluation.

In summary, the theoretical components, the SEN terminologies, the practicum, the peer review and feedback and the need for SEN specialised training as well as the critique of the training content might have triggered teachers' re-evaluation (reflection) on their own inclusive practices, leading to a certain degree of increment in their self-perceived teaching capabilities.

Decrease in self-perceived capabilities

The reflective capabilities of teachers might also lead to a fall in their teacher efficacy, due to beliefs that inclusive practices are beyond their authority and/or that their past teaching experiences might be detrimental to SEN students, leading to frustration. Ms. Chan's reflection of the training content, however, was that it is rich and applicable to her working contexts.

'I realise that I have learned many pragmatic techniques that are all applicable to my current school context.' (Interview 2, Ms. Chan)

Although all the participants recognised the practicability and relevance of the training, the teachers may still be overwhelmed by the substantial content of the coursework, since within a short time they needed to learn a series of unfamiliar instructional strategies and discipline management skills required by their school heads. This might help explain their reflection that too much focus on the content might interfere with their acquisition, resulting in decrease in their self-perceived teaching capabilities. In addition to the overwhelming coursework, Suen also felt that the preparation time for the practicum was inadequate.

'I would like to point out that the preparation sessions for the practicum are too rushed or insufficient for us to fully prepare our try-out teaching.' (Interview 2, Suen)

Suen's statement above could mean that he took the practicum seriously and realized that the practicum should not have been rushed. Nonetheless, it might be complicated for teachers from different schools to collaborate. As Suen was pulled out from the tutorial to a group discussion, he might have felt perplexed about what to discuss or perform in meeting. Ms. Chan also expressed her concern about miscommunication or misunderstanding with the participants she was unfamiliar with during the practicum.

'I am worried that my extra moves to change the existing SEN practices in my own school might threaten other colleagues who are not significantly concerned about students with SEN.' (Interview 5, Ms. Chan)

After Ms Chan's deep reflection, her uncertainty and miscommunication was possibly triggered by her negative association with her own school setting, demonstrating that colleague collaboration might be by nature fragile. She was worried about her counterparts' reluctance to follow the school-based policies, and about them feeling threatened by her initiation of inclusive practices. Distrust or inadequate collaboration may then result in a decrease in her perceived teaching capabilities. In fact, her worry might reflect Ms. Chan's own dilemmatic thoughts about her colleagues. On the one hand, she individually could not manage the whole school's inclusive practices. On the other hand, she was worried about whether her colleagues were willing to implement inclusive practices or were equipped with the professional knowledge. Besides, her colleagues might have their own interpretations or mediations of inclusive practices. Therefore, the reluctance to initiate collaboration with colleagues may stem from Ms Chan's own psychological barrier. Her worry towards her colleagues could further isolate her, resulting in decreased peer support and, subsequently, a decrease in her perceived teaching capabilities. In terms of negative association, Ms. Chan pointed out that during the practicum, no standardised success criteria for inclusive lesson was established.

'The tutor reminded us that without the success criteria, we could not evaluate the

effectiveness of the try-out teaching, so I suggested adding measurable parameters or an index, such as percentage, to assess the teaching outcomes.' (Interview 3, Ms. Chan)

The absence or ambiguity of success criteria seemed to create psychological barriers to the development of Ms. Chan's perceived teaching capabilities. In actuality, the criticisms against the success criteria could be a process of reflection triggered by the training, associated with the participants' opinion that the government has no concrete and objective criteria to judge the effectiveness of inclusive practices. Originally, the teachers expected some solid success criteria for inclusive practices from the training but this did not materialise. In fact, demonstrating an unfamiliar lesson to unfamiliar students in an unfamiliar classroom with unfamiliar colleagues might already be technically sophisticated and induce anxiety in the teachers. Although Ms. Chan and her colleagues might have compromised on the success criteria for the later practicum, Ms. Chan still doubted whether the standards would suit the authentic inclusive classroom setting. Therefore, the reflection on the ambiguity of the success criteria can be extended to her working context after the training, leading to a decrease in her self-perceived teaching capabilities when she felt that her performance was out of track or without focus. Further, the mismatch of the expectations on implementing practicum between teacher educators and teachers could lead to a decrease in teachers' self-perceived teaching capabilities in their schools when overwhelmed by confusing situations in inclusive practices.

Overall, the uncertainty and anxiety caused by the ambiguous practicum may be detrimental to teachers who are already struggling with direction in their inclusive classrooms.

Self-perceived capabilities in curriculum adaptation and discipline management

Reflection before the training. Teachers' attitude towards inclusive practices is reflected not only in their acceptance of SEN students, but also in their perception of their teaching capabilities. The following section presents the psychometric measures of the teachers' self-perceived SEN teaching capabilities, which is related to the above

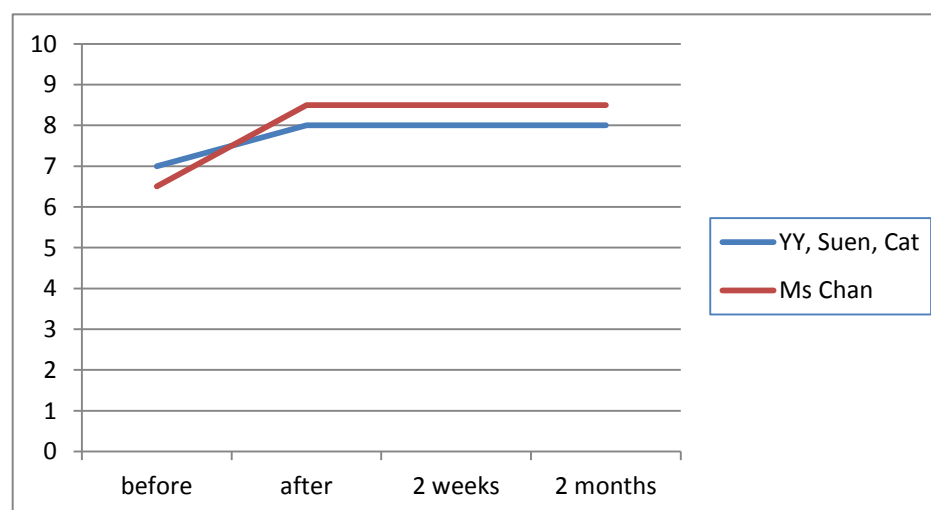
analysis of that reflected in the interviews. The scores were rated on a scale of 0 to 10, with 10 being the highest self-perceived SEN teaching capability and 0 being the lowest. In this study, there were two measures for the teachers' perceived teaching capabilities: SEN students' curriculum, and management of behavioural issues.

The teachers reported intermediate to slightly high self-perceived teaching capabilities before the training. YY assigned scores of 6 and 7 for behavioural management and the curriculum respectively. She rated the former a bit lower because she reckoned that the uncertainty and ambiguity derived from contingency and time constraints hindered her self-perceived teaching capabilities in handling SEN students' behavioural issues. As discussed in Chapter Four, her doubt about inclusion practices themselves may have lowered her perceived teaching capabilities. Ms. Chan had even lower scores, as she scored herself 5 and 6–7 for behavioural management and curriculum adaptation respectively. She explained that her self-perceived teaching capabilities of the curriculum were higher because she believed that making a lesson more interesting, contextualized and interactive could arouse SEN students' learning interest and alleviate their behavioural discrepancies. Nevertheless, she was not that confident in dealing with SEN students' behavioural issues, especially those she had never met before. We can see that teachers' beliefs, then, might be associated with their perceived teaching capabilities. Besides, teachers also evaluated their self-perceived teaching capabilities based on their existing inclusive experiences. Suen and Cat assigned scores of 7 for both curriculum and behaviour management. Suen reflected that his two decades of SEN teaching experiences had enriched his self-perceived teaching capabilities based on his own adaptations and practice, while Cat felt that he was quite experienced in catering for learning diversity in a special school setting. In summary, teachers' affective and cognitive attitude as well as their inclusive experiences are probably positively related to acceptance of SEN students and self-perceived teaching capabilities.

Reflection on completion of the training. All participants reported an increment of one to two points in their self-perceived teaching capabilities, immediately following the training. For YY, the curriculum score increased from 7 to 8 and the behavioural management from 6 to 7 after the training. She felt that her teacher efficacy had

increased when dealing with familiar students. It is worth highlighting that self-perceived teaching capability is likely to vary according to teachers' familiarity with the SEN students. Ms. Chan reported an even higher increment from 5 to 7 for managing behavioral issues and from 6.5 to 8.5 for curriculum adaptation. This increment seemed to be based on her successful experience on how making a lesson more contextualized and interactive might arouse SEN students' learning interest and alleviate their behavioral discrepancies. Ms. Chan's reflection on the adoption of suitable SEN pedagogies improved her self-perceived teaching capabilities, which appeared to become a pillar of her teaching belief. Suen's scores increased to 8, probably because of his reflection on his students' specific needs and feelings, which enabled him to understand the perspectives of the SEN students. Similarly, Cat believed that he had learnt to be more understanding and concerned about the students' needs, which helped him improve his skills (Diagram 5.7). Reflective capabilities, then, may underpin teachers' improvement in their self-perceived teaching capabilities.

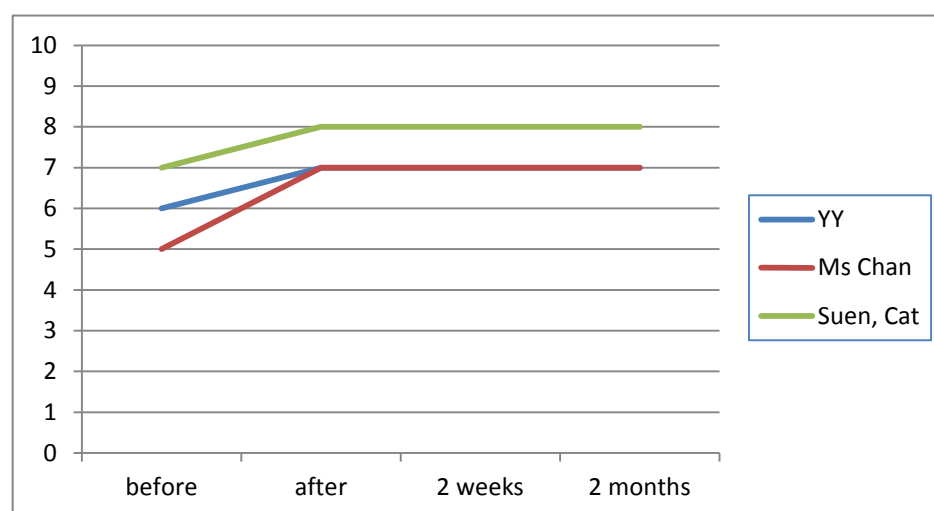
5.7 Teachers' self-perceived teaching capabilities for managing SEN students' curriculum



Although teachers reported an increment in their self-perceived teaching capabilities after the training, they still had some reservation about managing behavioural issues. YY still reflected that the unfamiliarity with unknown SEN students could hinder her

self-perceived teaching capabilities. Ms. Chan also weighed hers in managing behavioural issues as 7 after the training, since she felt that her self-perceived teaching capabilities had deteriorated when dealing with behavioural issues during practicum. In short, when YY and Ms Chan were exposed to unfamiliar SEN students, their self-perceived teaching capability decreased due to uncertainty and anxiety. Although Suen rated his self-perceived teaching capability as 8 after the training, he explained that if he could go back in time, he would have treated some SEN students differently. Hence, although teachers' self-perceived teaching capabilities in managing behavioural issues slightly increased, the qualitative evidence suggested that handling discipline issues was the area that teachers had least confidence in (Diagram 5.8).

5.8 Teachers' self-perceived teaching capabilities for managing SEN students' behavioral issues



Two weeks and two months after the training. All the teachers reported no increment in their self-perceived teaching capabilities two weeks and two months after the training. This may be because the participants are still evaluating their changes in collaboration and professional practices with their reflective capabilities.

In summary, the ambiguous success criteria for the practicum, the overwhelming course work, the inflexible practicum arrangement, mismatch of expectation between educators and teachers as well as miscommunication during the practicum might lead to teachers' reservations towards their previous inclusive practices, and may result in a

lack of development in teacher efficacy. Another possible explanation is that it may take more than two months to consolidate and reflect on inclusive practices, so no development in teacher efficacy would be shown in this time.

Peer influence

This section explicates how peer influence might affect the collaborative practices of teachers. Peer influence might include colleagues, mass media as well as cultural influence.

Colleagues

Collaboration may refer to a social norm in teachers' inclusive practices. YY pointed out that after internalising the SEN pedagogies and discipline management skills, she expected to improve her capabilities in collaborating with colleagues because individual commitment is very limited and restricted.

'I have to emphasize the importance of collaboration between teachers in the implementation of inclusive education since I believe that effective collaboration in school is effective in avoiding misconception and misunderstanding.' (Interview 2, YY)

YY had various reasons to emphasise school-based collaboration. Some teachers may refuse to work with other colleagues because collaborating with colleagues was not seen to be worth the time and effort, and the perceived benefit might be limited. To encourage collaboration, YY had to teach inclusive practices to her junior colleagues effectively. She also had to establish learning goals to improve her own competences. Meanwhile, YY reported that her self-perceived teaching capabilities were reduced by various time constraints during collaboration. This worry might actually imply growth of skills and understanding, because it reflects awareness, caution and responsibility when implementing inclusive practices.

'I always felt helpless in working out the inclusive practices in school because I was often very busy in my tight schedule and bounded by different restrictions, such as time constraints and availability.' (Interview 5, YY)

Her reservation about time constraints, however, could motivate her to trigger a change in her own school. Overall, peers can either support or hinder YY's confidence in teaching SEN students: effective peer collaboration can help develop the capabilities of each member so that everyone can make contributions to the team, yet peers must be willing to collaborate for this to happen. In short, the peer support that the participants wished to attain triggered their intention to engage in collaborative practices. Peer support can catalyse collaboration through peer influence.

Mass media

Ms. Chan pointed out that the government or mass media should endeavour to promote inclusive culture.

'Thanks to the intensive promotion from the Education Bureau, I am pleased to see that the public awareness on the issue about SEN is raised.' (Interview 1, Ms. Chan)

Promotion of an inclusive culture could establish a social norm advocating the importance of catering for learning diversity and enhancing one's professional image. Hence, the label of 'incompetent' for inclusion teachers might be altered.

Cultural influence

The participants indicated that Hong Kong's Confucian elitism and the schools' overemphasis on the university entry assessment might be the major obstacles impeding inclusive education, which created doubt among teachers.

'I think Confucianism stresses the importance of taking care of oneself and their families instead of relying on the entire society, because once a person can accomplish his/her personal goals, the prosperity of the society is guaranteed.' (Interview 1, YY)

In fact, the flip side of Confucianism is the 'inclusion of all diversity'. The opinion that Confucianism might impede inclusive education could be the pretext for teachers' hesitation to engage in inclusive practices, which might even help them defend their perceived failed inclusive practices. Herein, the cultural factors can be seen as a shield

that teachers use to explain or justify doubts about, or even objections to, inclusive practices. Contradictions based on the diverse interpretations of Confucianism could be used by teachers to justify their insufficient confidence in SEN teaching, claiming that inclusive education contradicted Confucianism. In short, the cultural influence might not be an actual barrier for teachers' intended changes, but a pretext to justify their own psychological barriers.

Teachers' intentions to change

The themes 'teachers' intentions to change' and 'teachers' reported changes in inclusive practices' help to answer RQ3, 'How are the teachers' perceived changes related to their inclusive practices?'

After discussing the teachers' attitudes, changes in their self-perceived teaching capabilities and social influence after the training, I found that all the participants intended to adopt some changes, both practically and cognitively. However, these changes were not always fully observable in the subsequent interviews and lesson observations because intended changes do not necessarily represent real changes in practice, but a reflection of possible changes. The following section elicits how teachers intend and plan to change their inclusive practices.

Intended changes in teaching practices

All the participants pointed out that they intended to facilitate changes in both curriculum adaptation and discipline management, which are related to increment in their self-perceived teaching capabilities.

Ms. Chan was considering the changes she could make in her school as she realized that her school heads might expect her to modify her inclusive practices. Therefore, Ms Chan's intentions to improve both her curriculum adaptation and discipline management could echo her responses to the expectations of their school heads. Before joining the programme, Cat did not apparently have such an intention to change. After the programme, he realized that he could change the status quo or even challenge the existing SEN practices at his own school; this might suggest that his confidence increased due to the training.

'I think I have learned many things about interventions for students with ASD/ADHD, for example, EF (Executive Function), social story and theory of mind, which are all applicable and match the expectation for my school, that simultaneously advocates EF as a major instructional strategy for students in hospital schools.' (Interview 2, Cat)

Cat's intended changes in instructional strategies also demonstrate his interest in experimenting with his inclusive practices in the hospital school setting. Before training, all participants doubted their inclusive practices, and therefore, worried about implementing school-based inclusive practices on their own. However, after the inclusion training, the participants seemed to have better confidence in planning their curriculum and maintaining discipline with SEN students. Suen stated that to develop mutual trust he would lower the academic expectations for SEN students but focus on self-control and interpersonal skills, even though inclusive practices might emphasise cognitive and behavioural needs. This reflection on lowering the academic standards implies his in-depth consideration about helping SEN students accomplish tasks unrestricted by the university entry examination. In summary, the participants' self-reflection can be seen as the starting point for intended changes in their curriculum, discipline management and expectations of students with SEN.

Intended changes in collaborative practices

The intention of engaging with other colleagues to facilitate inclusive practices suggests that anxiety might be eased by getting more colleagues involved in inclusive practices. Ms. Chan claimed that intended collaboration could result in collective responsibility, leading to the reassurance of teachers' intention to implement inclusive practices; that is, she was more motivated to initiate changes in her school.

'I will attempt to apply the things I have learned to my school, share my successful practices with my colleagues and invite them to use these practices to experience their effectiveness.' (Interview 2, Ms. Chan)

The intention to collaborate can also be understood as an extension of inclusive

practices outside the classroom, and making inclusion as important as other disciplines worthy of the authority's investment of resources, such as manpower. Teachers believed that SEN teaching could be based (at least in part) on collaboration, emphasising collective responsibility, shared resources and group effort. Greater peer support can lead to more confidence in teachers' SEN teaching abilities and extending their networks. When reviewing the benefits of collaboration, participants also reflected on their collaboration with the parents of SEN students. Before training, YY was inattentive to the role played by parents, but now she realized that understanding the parents of SEN students might be as important as students. Therefore, SEN teaching is not about teachers only, but also their students and parents. Accordingly, an inclusive education teacher's competence can also be represented by their ability to collaborate with the students' parents.

In general, the teachers benefited from collaborating with other teachers during the training, through collective responsibility, shared resources and peer support, and intended to continue this approach with colleagues in their own schools. This could also nourish their positive attitudes towards collaboration with the parents of SEN students in schools.

Lesson observation: intended changes

The lesson observation and subsequent discussion provided some evidence around teachers' intended changes in their inclusive lessons.

YY felt that her lessons could be improved with the use of larger font sizes. This showed that YY considered success criteria and made adjustments to her lessons such that it was in balance with her other tasks - YY was assessing how she could further change her instructional strategies. Similar observations were made in Suen's case. When asked to evaluate his teaching performance, he explained that his lessons were enhanced with inclusive strategies. For example, he asked his students to brainstorm various possible calculation methods and answers derived from formulas. He suggested that brainstorming could in future strengthen his students' competency in expressing themselves, which can be difficult to encourage in a regular maths lesson. He simultaneously recognized that brainstorming with students would be time

consuming. Therefore, he suggested either condensing the teaching content or arranging it into a double-period lesson, which demonstrated his reflection on his intended changes.

Ms. Chan claimed that her lesson was so successful that students were provided a chance to learn independently. However, she reflected that the lesson lacked interaction so she suggested more group work. She also suggested that she should have used a 'giraffe' prop (the neck is rated on a 3-point scale, with the longest neck indicating the loudest answer and shortest indicating the quietest) to prompt students to adjust voice projection in class. Her suggestion demonstrates how she might use new teaching tools or strategies in her inclusive lessons in the future, although these suggestions seemed discrete. Conceptually, however, these additional teaching tools may inspire teachers to reflect on addressing the needs of SEN students, leading to various changes in their classrooms. Cat, who worked in a very different teaching context, reflected it was difficult and time-consuming to teach written and textual skills in a lesson occupied with too many activities. Hence, he recommended follow-up sessions to achieve the writing components. Even though having more flexibility, Cat still intended to adopt more changes in enhancing his teaching effectiveness.

Overall, the teachers felt that they had improved after the training, which could motivate their intention to change their inclusive practices in the future. Such intended changes may be reflected in their cognitive, practical changes and even in their attitudes towards SEN students.

Reported changes in inclusive practices

After discussing teachers' intended changes, this section focuses on teachers' reported cognitive and practical changes in their school-based inclusive practices. First, the psychometric measures of teachers' perception of their acquired inclusion training will be presented, which is related to changes in inclusive practices: participants are likely to start evaluating their inclusion training based on the perceived effectiveness of such changes. The rating was on a scale of 0 to 10, with 0 representing the worst and 10 representing the best perception of their acquired inclusion training. Teachers'

perception of their inclusion training can be further explained through their expectation of the training and whether it fulfilled their expectations.

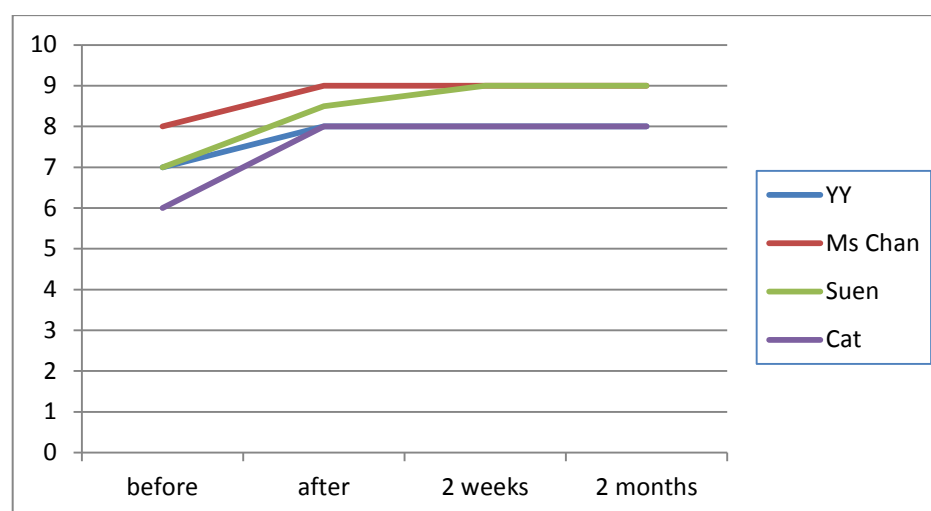
Teachers' perception of their acquired inclusion training

Before the training. Teachers' intention to implement inclusion practices is reflected in their initial perception of the course. Generally, they had moderately good perceptions before the training, as they believed that the course content would fulfill their expectations. YY provided a rating of 7 and Ms. Chan provided a rating of 8 because they initiated their own attendance at the training. Suen also rated it as 7 because the training was relevant to the specific type of SEN students he taught - although he claimed he was experienced in catering for learning diversity. Cat was an exception, with a score of 6. Although he thought that the training might be quite useful and relevant to his hospital school setting, he mentioned that it might be similar to other courses he attended, which used mainly lectures and presentations. The teachers' previous training experiences, then, could affect their perception of the existing training.

Two weeks after the training. The next step was to examine whether the teachers' reflective capabilities affected their perception of the training and their acceptance of SEN students. As suggested by the analysis so far, the teachers in this study attributed their changed attitudes to their reflection, leading to their positive perception of the course after the training. Teacher educators, though, might not necessarily expect reflective capabilities to be the missing link between expected course outcomes and expected changes in the participants. All the teachers, however, seemed to have used their reflective capabilities to evaluate the training content. Ms. Chan rated 9 for the course content with 1 mark missing due to time constraints for processing the content. YY's rating was also 9: she reflected that the training could have been better with more individual counseling. Cat's rating was 8: he explained that he was more interested in student-centered elements. Suen rated 8.5 because he reflected that the learnt concept could be applied to both his son and students. The above reflections of the teachers indicate that their reflective capabilities which developed through the course enabled them to critically comment on the training content.

Two months after the training. The teachers reported no increment in their perception of the course content, which could indicate that the training served as the starting point for their reflective capabilities, and that changes in their inclusive practices might no longer be based on the course content, but instead on their internalization of the acquired skills and terminologies and their application in their classroom (Diagram 5.9).

5.9 Teachers' perception of their acquired inclusion training



To summarise, participation in the inclusion training seemed to initiate a fairly immediate enhancement of the participants' perception towards the course, which could be the starting point of the development of teachers' self-perceived efficacy. This may later support their reported changes in their inclusive practices.

Cognitive changes

Following participation in the training, the participants began to feel like professional inclusion teachers who can facilitate change. This suggests that their confidence in their inclusive practices can be boosted by a sense of professionalism. The training programme and subsequent sense of professionalism experienced by participants seemed to have enhanced their confidence to challenge their schools' existing inclusive practices. After the training, Ms. Chan reflected on possible changes for her own school, and she discussed the relationship between teachers' desired changes and

their positions. Beforehand, however, she was reserved about bringing changes in her school because of authority and the worry that her intended changes might threaten her colleagues and seniors. Ms. Chan's opinion that she should not engage in inclusive practices beyond her authority highlights her dissatisfaction with school-based inclusive practices. During training, she observed several successful practices that were not used in her school. After training, she became more critical about inclusive practices at school. The dissatisfaction towards the school-based inclusive practices of her seniors seemed to improve her self-perceived teaching capabilities and inspire her to customise inclusive practices to address her students' needs and, subsequently, extend her networking to support her school.

'I feel that I have nourished more empathy for students with SEN, although I am deeply convinced that as a frontline teacher, there are many restrictions to furthering our inclusion practices, especially when I at root have no authority or position to decide on any inclusion policy in school.' (Interview 5, Ms. Chan)

This way of overcoming dissatisfaction by readily penetrating changes in the school system without explicitly informing the school heads could be common in Eastern contexts, such as Hong Kong. In such contexts, the indoctrination of Confucianism expresses that dissatisfaction towards seniors is an act of disloyalty and rebellion. Thus, such a way of adopting changes could also ease others' worry of being threatened with new changes. Therefore, leading a change in low profile to counteract dissatisfaction could be a cognitive change after training. Herein, the cognitive change can be seen as central to the way these participants work to enhance their teaching capabilities.

Becoming more reflective after the training might be an important answer to the research question as it could be a starting point for teachers' changes in the teaching and attitude. Ms. Chan expressed that she might have become more reflective about her inclusive practices.

'I am becoming more reflective in pondering on my SEN instructional strategies and attitudes towards my students.' (Interview 5, Ms. Chan)

Unlike the adoption of SEN instructional strategies and discipline management, which are fairly noticeable, becoming reflective is a more implicit cognitive change. Reflection could enhance perceived teaching capabilities in many ways without teachers knowing. After the training, the participants reflected that their inclusive practices could become feasible if they tried to adapt their pedagogies, resulting in development of their perceived teaching capabilities. Nevertheless, this reflection might also result in a decrease in their confidence, as they may reflect that the way they used to teach their SEN students could have actually been detrimental to their learning. However, a decrease in confidence can also lead to an increase in their perceived teaching capabilities, as they now understood their weaknesses. Hence, they might work harder to improve their weaknesses and explore their strengths to improve their SEN teaching capabilities.

Another possible cognitive change is the way in which participants could sustain their learning after the inclusion training, such as YY.

'I believe that by having greater exposure to SEN students and seeking professional advice from the specialists, teachers would ultimately gain their self-efficacy in catering for learning diversity in an effective and efficient way, although the process is going to be time-worn.' (Interview 5, YY)

Similar to YY, Cat also emphasized independent learning in the future to further his knowledge in catering for learning diversity, because one-off courses might be unable to sustainably support frontline SEN teachers. In fact, such step-up programmes might be more relevant for SENCos.

'I believe that the delivery mode should be shifted from teacher-centred to student-centred, in which the unidirectional lectures or tutorial should be reduced.' (Interview 4, Cat)

The thought of initiating independent learning indicates Cat's hope to create a professional image as not merely an inclusion teacher, but also as an academic who

pursues continuous learning. Additionally, YY realised that sustainable learning can help address teaching problems. In fact, she hoped to be perceived as being always reflective of her teaching practices and striving for improvement. That is, she saw life-long learning as an attribute to the SEN profession. Independent learning seemed to have boosted YY's confidence as a better inclusion teacher and as a professional in this field, which could further her potential.

Apart from independent learning, YY expressed that she had become more familiar with resource allocation, which can be thought of as an important feature of this profession.

'Compared with the past, I am more capable of seeking support and resources from different specialists and personnel in school or other organisations so as to build a more comprehensive support network.' (Interview 4, YY)

In the above sections, I discussed how teachers' reflective capabilities might enhance or weaken their teaching capabilities. In the following section, I focus on how reflective capabilities might change teachers' attitudes towards inclusion, making them confident in becoming better inclusion teachers. Ms Chan reflected that teachers' dispositions were crucial in her belief. This illustrates that the way Ms. Chan hoped to be perceived by others may be unrelated to her interactions with SEN students, but more so to the professional self-image in which she positioned herself. Ms. Chan therefore hoped to build the exclusive attributes and dispositions that inclusion teachers should possess, including professionalism, seriousness and making unique contributions. YY also expressed that her past teaching experience had altered her values and beliefs related to inclusive education. Overall, the participants believe that their beliefs and values play a role in inclusive practices. Nonetheless, they were presented with opportunities where the training could reshape their beliefs. They were exposed to various inclusive practices that they might or might not have practiced previously. The rethinking and re-evaluation processes could motivate them to change their beliefs, albeit not explicitly. In the past, inclusive practices were seen by teachers as primarily benefiting SEN students or fulfilling the inclusion policy. Nonetheless, after the training they felt that inclusive practices might benefit not only their SEN

students but also themselves in terms of their specific knowledge and dispositions, which would allow them to gain confidence as professional inclusion teachers. In the final interviews, all participants indicated that they applied the newly learned skills in their classrooms, an outcome that could be seen as a core element in the transformation process.

The notion of acquiring new skills reflected the participants' rethinking of their teaching practices, because newly applied skills and knowledge could inspire re-evaluation of their past experiences in catering for SEN students. Some of these skills could resemble existing practices and reassure them. Some skills, however, might sit in tension with existing practices, leading to comparisons between new and old practices. The rethinking process, then, could change teachers' beliefs and perceptions. In other words, the acquisition and application of new skills could represent their belief in SEN as an ever-changing domain, in which teachers cannot survive with the same skillset throughout their practice. The acquisition and application of new skills signifies their uniqueness as SEN education specialists. Such a notion echos the need for achievement, the desire for specialism and the elimination of the label of being a less competent teacher.

To sum up, cognitively the teachers seem to have become more critical of the implementation of inclusive practices based on the successful practices of others at other schools. They also became aware of how to lead changes in subtle way and how to engage in independent life-long learning. Additionally, they actively reflected on the success criteria for inclusion and attempted to develop their professional image and good attitude about their profession.

Indicators of the SEN teaching profession

The changes in reflective capabilities after training inspired teachers' rethinking of the changes for inclusion teacher profession which could be indicated by their 'actual collaboration with colleagues', 'professional interventions for students' and 'collaboration with parents'

Actual collaboration with colleagues. Similar to seeking resources, extending the

teachers' existing network reassured Ms Chan of her professional practice.

'I have learned to extend my network to other schools or organisations because multi-disciplinary collaboration is equally important as colleague collaboration inside a school.' (Interview 4, Ms. Chan)

The change around extending networks might be in response to the expectations of seniors or school heads, as this could increase teachers' confidence before their seniors. Again, this finding could mean that peer recognition can enhance teacher's self-perceived teaching capabilities in inclusive practices. Further evidence can be seen in YY's expectations of sharing her professional practices with colleagues and becoming an asset to other teachers.

'I want to highlight that the course content should include the way teachers can transfer and demonstrate the essential knowledge and skills to social workers and parents.' (Interview 2, YY)

The thought of becoming an asset revealed YY's expectations of being recognised by peers and being seen as an 'expert'. As per the positive experiences during practicum, teachers hope to create similar scenarios to gain recognition among colleagues and feel encouraged to become leaders in their professions. This suggests that collaboration may be a key attribute to the success of inclusive practices. Another possible interpretation was that after training, the teachers hoped to demonstrate their unique leadership or enthusiasm in introducing inclusive practices, extending their network within their own subjects and functional groups and even outside their school communities. Thus, YY aspired to become an asset by mentoring colleagues to share expertise and successful practice.

Professional interventions for students. The next indicator was changes in the teachers' professional interventions. After training, YY became more confident in screening students with SEN based on her improved understanding of them.

'I learned to be more "diagnostic" towards students with SEN and became more

confident in screening them.’ (Interview 4, YY)

As mentioned previously, YY wanted to demonstrate that she was knowledgeably and practically ‘different’ after the training. The simplest way could be to identify SEN students, because the ability to diagnose SEN might be symbolic as a professional skill, as diagnoses are often made by educational psychologists. Therefore, YY felt more assured, recognised or ‘different’ from untrained teachers. Moreover, YY found that developing mutual trust is important.

‘I think relationship building is crucial to the development of mutual trust among teachers and students. I am also more considerate of the literal needs of SEN students.’ (From the summary of interview 5, YY)

Exploration of SEN students’ potential might also contribute to the professional image of inclusion teachers. Cat believed that re-adopting past practices, wherein SEN students had access to skill-based learning and non-academic training after Form 3, might alter society’s non-acceptance of these students.

‘I am currently teaching students mainly with serious mental or behavioural disorders. However, some of these students are actually quite talented in studying.’ (Interview 1, Cat)

Cat seemed fairly optimistic about the current inclusive practices because he was trying to suggest improvements, with particular consideration of the successes that students could achieve after graduation. Such reflection on students’ future prospects demonstrated that he had changed his values and thoughts about SEN students, and thought about their achievement in a different way. To a certain extent, Cat’s reflection on how SEN students could succeed with his intervention might also cultivate his acceptance of them. Similarly, Suen indicated that his acceptance of SEN students could be enhanced by the increasing belief that SEN students were able to achieve in non-academic areas.

Participants’ acceptance of SEN students seemed notably more positive than their

perceived teaching capability. One possible interpretation could be that acceptance level is less tangible and less easy to observe, whereas teachers' self-perceived teaching capabilities in managing the curriculum and discipline might be more noticeable. For example, the intervention of teachers to handle an ASD student screaming in class or help dyslexic students complete dictation exercises can easily be observed. Therefore, the participants might be more uncertain about their increase in self-perceived teaching capabilities than in their acceptance of SEN students. However, Ms. Chan expressed that her increased acceptance might have changed her attitudes, which was noticeable through professional interventions.

'I thought that this lesson lacked interaction so I suggested adding more pair or group work to facilitate more S-S interaction.' (Interview 5, Ms. Chan)

This intervention around group work might not necessarily imply an enhancement of inclusive practices, but be more about Ms. Chan's reflections on her ability to address the needs of SEN students. That is, inclusive education may require the application of teachers' metacognitive abilities, more than direct application of the training. Professional interventions, then, might not be practiced in an arranged practicum, but their own classrooms. The increase in self-perceived teaching capabilities can further transform teaching behaviours from learning, internalisation and finally implementation in teachers' own styles.

Suen tried to alter the focus of his approach with students, as he realised some SEN students who could be academically good are removed from mainstream classrooms because of behavioural or mental discrepancies, leading to failure in public examinations.

'I believe that the teaching goals for students with SEN should focus on the interpersonal skills that help them discipline their behaviour and comply with laws and regulations.' (Interview 1, Suen)

The exploration of SEN students' potential with consideration on students career and study paths implies Suen's seriousness and disagreement with people's

non-acceptance of these students. Cat also believed that he could ‘rescue’ SEN students, indicating his enthusiasm in working with students whom his colleagues neglect. When catering for SEN students, Cat and Ms. Chan changed their practices by screening students for signs of SEN. To enable SEN students to survive their basic studies, Suen and Cat lowered their academic expectations and simplified several learning tasks. Moreover, Cat was committed to exploring students’ potential because he realized they could achieve in non-academic areas. Suen and Cat also started considering the students’ future career and academic prospects.

Collaboration with parents. YY emphasized that collaborating with the parents of SEN students was necessary. Her transformation after her training had strengthened her confidence in communicating and establishing mutual trust with the parents.

‘I think that a better understanding of both students’ and parents’ background can prevent or minimise the misconception about students’ irregularities derived from their SEN symptoms.’ (Interview 4, YY)

Having family members with SEN could be an important factor in how teachers perceived their inclusion training. Although Suen was stressed because of colleagues who disliked his son, the knowledge acquired in the training provided him with intervention ideas for his son, thus changing the dynamic between him and his colleagues. Importantly, the training equipped him to demonstrate his professional skills to those who might not respect him. Therefore, the perception of being an SEN specialist can be constructive and instrumental in both the inclusion teachers’ working contexts and for their families. Their self-perceived teaching capabilities could have likewise enhanced and extended from the school to their own families.

Lesson observation: reported changes

This section will explain how the lesson observation reflected the teachers’ reported changes in their inclusive classrooms. As reported changes inspired by reflective capabilities may be implicit, and teachers’ reported changes of their instructional strategies and discipline management skills might not be noticeable. YY, in her lesson, first introduced a short passage to her students with a Powerpoint highlighting various

features, and later, asked the students to work out a cartoon thread based on the endings of the first chapter. YY's lesson was conducted in a small class with 19 students, most of whom were dyslexic or had ASD symptoms. When asked to rate her teaching performance in the observed lesson, YY gave herself a 7. YY felt that her students were willing to comply with the teachers' instructions and therefore the lesson objectives had been fulfilled. She explained that it was difficult to arouse students' learning interest in the first lesson of the second semester. Herein, the utility of IT and cartoons might imply a change in YY's reflection on the best way to teach all her students.

Suen started his lesson by checking the answers of the exercises in their textbooks. Later, he asked his students to try some new exercises. During the lesson, he tried to reclarify some Chinese homonyms. Before the end, he awarded certain students with a tick on an excel form to acknowledge their efforts. Evaluating his teaching, Suen gave 8. He explained that his lesson fulfilled certain SEN instructional strategies. For example, he felt that the students were provoked to brainstorm about various possible calculation methods and answers derived from the formulas since he realised it was crucial to augment students' space for analysis in a well-disciplined classroom, wherein the process of learning was more important than the outcomes. The teaching performances of both YY and Suen might not completely demonstrate typical features of inclusive lessons explained in the training, such as a multi-sensory approach, cooperative learning, differentiated exercises, etc. However, their lessons demonstrated their in-depth reflection, which led to certain changes in their lesson.

Ms. Chan, on the contrary, more explicitly demonstrated the skills acquired in the training. Before the lesson, Ms. Chan revised different vocabularies with her students by means of 'hangman'. She then asked her students to sing a song in which different phonic patterns could be observed (e.g. magic e rule). Later, she presented a set of high frequency words (HFWs) with phonic patterns. She next presented a Powerpoint slide in which students had to identify small meaningful words within big words (e.g. badminton and volleyball). Eventually, she asked every student to sort out the meaningful small words in a list of big words in five minutes. The lessons ended with a small dictation. Ms. Chan rated 7 for the lesson. She claimed that her lesson had

achieved certain objectives as students could learn independently and review the reading strategies from a multi-sensory perspective. She figured out that students welcomed the idea of competition, so the award system in her class could motivate her students, even the SEN ones. Similar to YY's lesson, Ms. Chan's lesson demonstrates conceptual changes in the benefits she could bring to all the students instead of merely SEN students. In other words, there is no standard inclusive strategies for SEN students, but enhanced pedagogies for every student.

Cat rated his lesson at 7. He felt that he was able to cater for students with ADHD by understanding their learning difficulties in a 30-minute lesson. He divided the whole lesson into several tasks and paste magnetic strips on the whiteboard to award the students' efforts. He reemphasized that one-to-one support did provide much flexibility. In retrospect, he would have suppressed students' behavioural irregularities with punishments. However, now he would be willing to adopt more activities and allow students to walk in the classroom to release any overwhelming energy. Herein, Cat's new reflection on how to manage behavioral issues implies that his teaching in the hospital school setting required more resilience . Hence, Cat might believe that there are no standardized guidelines or examples for inclusive strategies, but teacher's resilience based on his/her reflections and experiences.

To sum up, all four teachers reported several changes in their inclusive lessons after the training to address their students' needs. I did not focus on the effectiveness of these reported changes but how the teachers reflected on the customisation of their lessons. The reported cognitive and practical changes during the lesson observation provides evidence of their in-depth reflection on how SEN teaching could and should be regarded as a profession.

Summary of the Research Questions

This chapter has presented a comprehensive thematic analysis of the research questions with the help of interviews, self-reported psychometric measures and lesson observation. In response to RQ1 (What are teachers' attitudes towards inclusive education in Hong Kong?) the overarching theme 'teachers' attitudes towards inclusion' depicted that the teachers' feelings were diverse and not always positive,

probably because of their diverse interpretations of inclusion. The teachers' reservation and hesitation about the feasibility of inclusive practices became a prominent cognitive barrier in their perceived teaching capabilities, but the participants were later more open towards the inclusion training in terms of their personal and professional growth. This is probably because they thought that they could survive and even develop their own inclusion practice, partly with the help of the training. Further, their intention to join the training became a measure of how they might counter inclusion practically.

In response to RQ2 (What changes do established teachers experience after inclusion training in terms of how they think about their practice?), the theoretical components, the SEN terminologies, the practicum, the peer review and feedback and the need for specialised training as well as critique of the training content inspired the teachers' re-evaluation (reflection) of their own inclusive practices, which led to a certain increment in their self-perceived teaching capabilities. However, the ambiguous success criteria of the practicum, the overwhelming course work, the inflexibility in the arrangement of the practicum, the mismatch between educators' and teachers' expectations as well as miscommunication during the practicum resulted in negative re-evaluation of their previous inclusive practices, which could have been detrimental to their students in the past, and to their existing inclusive practices, and this could be mediated by distrust and misunderstanding from their colleagues. Nevertheless, the participants' self-reflection can act as the starting point for them to initiate changes in their curriculum, discipline management and expectations of SEN students. Peer support can catalyse collaboration, and mass media and peer influence were also identified as peer influence factors. Conversely, cultural influence might not be an actual barrier for teachers' intended changes, but a pretext for their own psychological barriers. In general, the teachers are likely to have benefited from the advantages of collaborating with other teachers during the training, through collective responsibility, shared resources and peer support. Further, the training also improved their attitudes towards collaboration with parents of SEN students.

Finally, in response to the third research question (How are these changes related to and implemented in their inclusive practices?), it is possible that the teachers'

reflective capabilities affected their actual capabilities and changed their attitudes towards inclusion, which made them confident as inclusion teachers. The teachers were now conceptually more reflective about enhancements in their inclusive practices, such as resource allocation, leading changes unnoticeably, leading independent learning, creating a professional image as well as rethinking and reevaluating their inclusive practices. In terms of collaboration, the teachers were extending their network from their own subjects, functional groups and even areas outside their school communities. YY aspired to mentor other colleagues to share their expertise and successful practices. Further, Ms. Chan, Suen and Cat changed their existing practices by screening students for signs of SEN, lowering their academic expectations and simplifying several learning tasks. Moreover, YY seems to be committed to exploring students' potential in non-academic areas.

I will now answer the main research question, by trying to understand how teachers' changes after training is related to their inclusive practices. The transition from their acquired training to their inclusive practices was rooted in the reflective capabilities of the teachers, which were derived from the training process instead of their training content. This means that the teachers may not have been directly inspired by the theoretical content, practicum and knowledge transfer, but that they were implicitly influenced by the discussion, problem solving and feedback of the tutors as well as comparison between their existing and acquired inclusive practices. The reflective capability gained is likely to have a more notable influence on the nourishment of their perceived teaching capability. Reflective capability refers to the internalisation of knowledge and hands-on experience in the course to a more advanced and conceptual level: that is, the training inspired participants to select, customise, evaluate, supplement and enhance their instructional practices flexibly. Herein, the teachers' reflective capabilities triggered a change in attitude, acceptance of SEN students and possibly some changes in their pedagogies. In contrast, the direct application of their acquired instructional strategies might not be deemed as their reflection, since the selection, deletion or alteration of the instructional strategies can be deemed more as observable evidence of the products of their reflection. In fact, not only does reflective capability change teachers' attitudes towards students with SEN and their inclusive practices, but also has a ripple effect on how they perceive their own roles,

collaborations with others as well as their professional identities. Thus, the teachers might no longer want to be perceived as regular teachers, but as professional specialised teachers who can work both independently and collaboratively. The teachers' reflective capabilities, intention to collaborate and conceptual and practical changes in terms of their profession are the key points of discussion in the next chapter.

Chapter Six: Discussion

Introduction

This chapter will expand on the three core ideas of reflective capability, collaboration and professionalism upon discussion of the reviewed literature and some extended literature. I propose a revised model of how training leads to changes in inclusive practices for this discussion (Figure 6.1), which originates from the suggested combined theoretical framework. The inclusion training is the origin of this model. It is presented as stimulating the reflective capabilities of teachers through four cognitive processes, namely, mastery and vicarious experiences, social persuasion and physiological feedback. Reflective capabilities might inspire teachers' intentions to change their inclusive practices both conceptually and practically, and subsequently, to implement these intended changes. These changes could be evident in their inclusive practices, collaborative endeavours and professional indicators. The revised model illustrates the flow from inclusion training to teachers' actualisation of changes in their inclusive practices: the bold lines imply a direct and explicit link, and the dotted lines an indirect and implicit link.

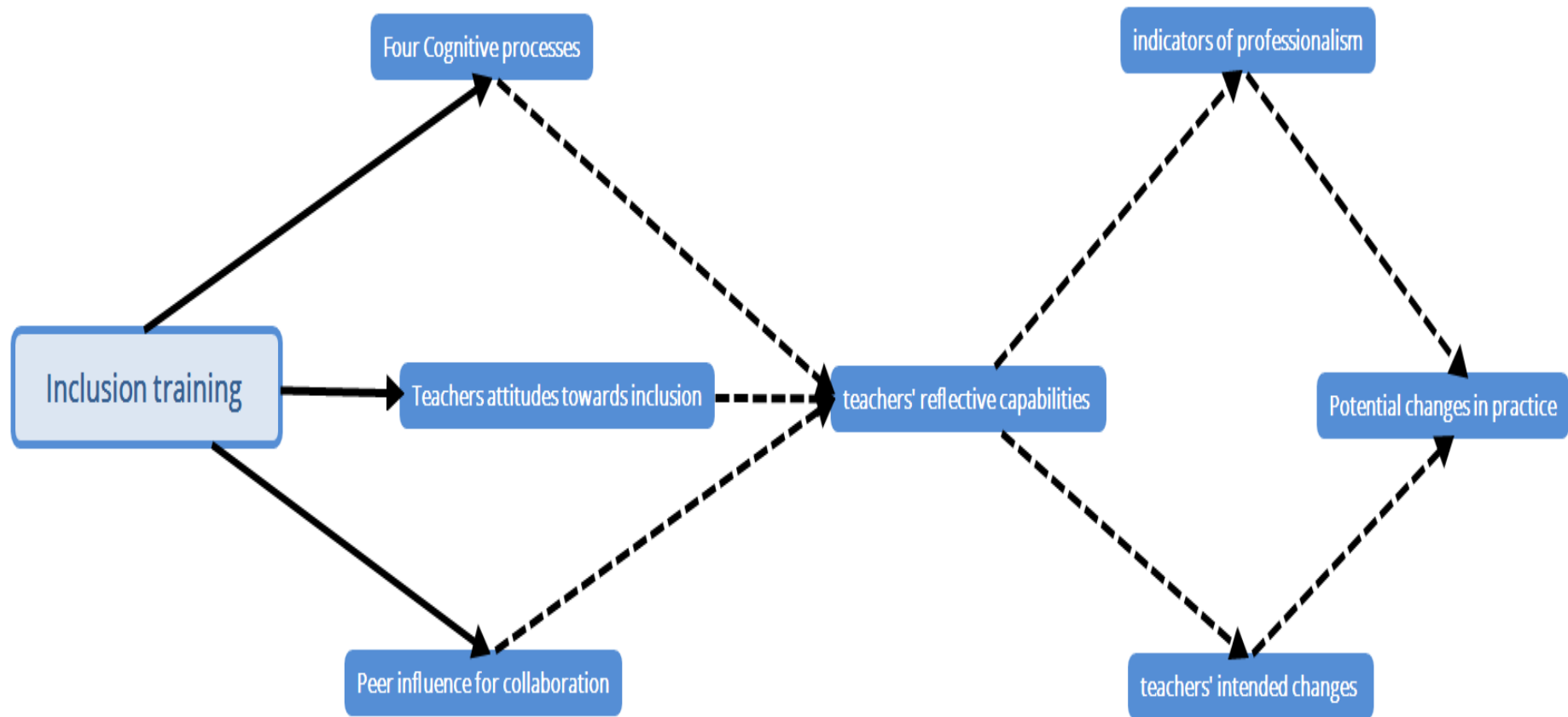


Figure 6.1 Transition from the inclusion training to teachers' changes in inclusive practices

Using Bandura's self-efficacy model, I will first explain the various factors that strengthened and weakened the self-efficacy of teachers and how these are related to their reflective capabilities. I will then use the theory of planned behaviour to discuss how teachers could use their reflective capabilities to plan and actualise changes in their inclusive practices.

Development of the Reflective Capabilities of Teachers

I will attempt to explore how four cognitive processes might increase and decrease the self-efficacy of teachers, and foster teachers' reflective capabilities. Using the findings of this study, I will also discuss the role of teachers' reflective capabilities and how it is related to their inclusive practices.

Cognitive processes, self-efficacy and reflective capabilities

Bandura proposed that self-efficacy can be stimulated by four cognitive processes: mastery experience, vicarious experience, social persuasion and physiological feedback. In this study, mastery experiences might include teaching practice, evaluation of the training content, and reported changes in inclusive teaching. Vicarious experiences refer to how teachers realise they could be as successful as other professionals by observing their classmates and colleagues. Social persuasion refers to the feedback given to the teachers by the tutors and supervisors in the practicum, whose opinion is respected because they understood the participants and the nature of the task, and therefore, their feedback could enhance a teacher's confidence. Physiological feedback refers to how teachers interpret their physiological responses when they are engaging in the practicum.

In this study, I concluded that the four cognitive processes are not separated but interwoven; that is, all four processes coexist in the course of this training. In this inclusion training, there are various learning activities which involved teacher participation, such as practicing, modelling, seeking and giving feedback as well as experiencing various feelings. Overall, a combination of positive cognitive processes might nurture some amount of self-efficacy, for example, reflective teaching content, experimentation with relevant instructional strategies, modelling based on insightful feedback from experts and a welcoming learning atmosphere. However, a

combination of negative cognitive processes could also lead to decline in self-efficacy, for example, ambiguous practicum guidelines or practicum arrangements such as demonstrating inclusive teaching in an unfamiliar setting, which can lead to poor performance. Additionally, course instruction with little emphasis on developing these cognitive processes may develop less self-efficacy. For example, Cat indicated that a teacher-centred approach with few discussions and experimentation might be less effective in fostering teacher self-efficacy even though the teaching content might be appealing and interesting. This could explain why in some studies, the self-efficacy of some teachers remained unchanged even though they favoured the teaching content (Forlin, 2012).

Other factors that can weaken the self-efficacy of teachers are the various contexts surrounding them, such as their workplace, families and cultural backgrounds. In this study, most of the participants claimed that the elitist culture of Hong Kong served as a major obstacle to inclusive education. The relationship between external barriers and low self-efficacy requires careful investigation, because teachers need to have sufficient self-efficacy to overcome these challenging contexts. However, teachers could also be overwhelmed when these external contexts were deemed unchangeable. The participants were concerned about the ambiguity of the success criteria and inadequate resources, which possibly demonstrates their fundamental distrust and difficulty in the assessment of inclusive education. This interpretation can explain why they doubted inclusive practices. The Confucian teaching philosophy advocates 'inclusive education'. However, in reality, elitism and the standardised university entry assessment contradict this traditional teaching principle (Yuen & Westwood, 2001). The notion that inclusion teachers are perceived as less competent may stem from such elitism in Hong Kong. Hence, participants themselves might believe that teachers with high aptitude and prestigious academic backgrounds can better guide students to entering universities. The decline in the self-efficacy of teachers, then, may not necessarily be based on their perceived challenging contexts, but perhaps on their pessimistic evaluation of inclusive education owing to their long-entrenched opinion of elitism. Thus, teachers may have been hindered by their own internal psychological barriers that arise from the context, rather than directly by the context itself.

Factors other than self-efficacy that might influence the attitudes of participants towards inclusion training include outcome expectations (Marzillier & Eastman, 1984; Tyron, 1981; de Vries, 2016). For example, YY may be positive towards the training not because it could enhance self-efficacy but because it will help her promotion, while Cat attended the training to be qualified as a hospital school teacher. Moreover, the role of the environment might also be considered (de Vries, 2016). For instance, in the inclusion training, the accommodation of these participants, the learning environment, and the equipment and facilities offered to the participants may all affect the attitudes of teachers towards their training.

Overall, the self-efficacy of participants could be related to their reflections on how they can improve their status from a regular school teacher to a specialised inclusive education teacher because such can help them attain recognition from their peers and satisfaction in teaching SEN students. This notion echoes the finding that a source of teachers' perceived inclusion capabilities is peer recognition in catering for SEN students. Therefore, the teachers after training might have been motivated to reflect on how to 'rescue' their SEN students, 'change' their workplaces, 'reshape' their thinking and 'reinterpret' their own identities. Such findings also echo the findings of Lawson et al. (2013) that teachers do not necessarily need discrete, specific skills or pedagogies for SEN students, but can intensify and adapt general teaching practices for SEN students. With reflections, teachers might emphasize resilience in inclusive practices. Thus, course participants might refer to the training through which their active reflection on their inclusive practices can assist their school-based inclusion practices. Lawson et al.'s (2013) concept of intensifying and adapting teaching practices reflects the key concept of this study, namely, reflective capabilities.

Learning motivation and reflective capabilities

In the previous section, I have related my findings to Bandura's concept of self-efficacy. In this section I will attempt to use the goal orientation framework of Dweck (1988) to discuss the teachers' learning motivation during their training and how it is linked to their reflective capabilities and inclusive practices.

Dweck (1988) suggested that individuals with a learning goal orientation (LGO) cope with barriers by acquiring new strategies so they care less about their performances being compared with others but focus on how they can further understand their delegated tasks. Individuals with a performance goal orientation (PGO) display their proficiency to seek peer approval when resolving their problems. On this foundation, Dweck further classified PGO into avoidant performance goal orientation (APGO): individuals strive to avoid failures or disapproval from others, and prove performance goal orientation (PPGO): individuals perform on purpose to prove their proficiency.

The participants' intention to attend the inclusion training was unknown. However, they might expect some changes in their identity, status and teaching behaviours after the training, which can be related to the goal orientation framework of Dweck (1988). For instance, Ms. Chan realised a change might help her prove her competence so she was motivated to improve her inclusive practices. PPGO is likely to be adopted by teachers such as Ms. Chan, who was striving for promotion or a change and interested in collaborating with others to gain peer recognition. Suen might be characterised by APGO because he wanted to clear his labelling as an incapable teacher. Teachers with APGO frequently experience anxiety and pressure because they worry about being condemned for their mistakes so they endeavour to avoid mistakes. Cat, interestingly, exhibits both PPGO and APGO since he adapted to new working environments in which he might demonstrate PPGO to prove his competence to new seniors and colleagues and APGO to avoid making mistakes that can harm his new career. Herein, inclusion training can be regarded as an agent that motivates teachers to change with the PPGO and/or APGO.

Notably, inclusion training can lead to transitional changes because PPGO and APGO can be the starting point for reflection on how to maintain good performance during hardship. In fact, some teachers adopted PGO to prove their performance or avoid critics, which could be necessary for teachers' survival in school. The need for sustainable satisfaction and avoidance of critics might further motivate teachers to reflect on sustaining their successful inclusive practices. As discussed before, the reflection process helps teachers customize, select and modify and apply what they have learnt in the course into their inclusive practices, which involves teachers

constant reflection on their newly learnt strategies and skills rather than focusing on performances. Hence, for sustained inclusive practices, teachers might reflect that a LGO might be more important, because focusing on performances might no longer help their inclusive practices because of the ever-changing nature demands of the inclusive context. Drawing on such a notion, the reflective capabilities have inspired teachers to nourish LGO, which developed from PGO, to sustain their inclusive practices.

Overall, reflective capabilities might help participants develop sustainable LGO growth. An example might be YY, who wished to pursue independent learning after the training and receive the latest information about inclusive education. YY realized that having up-to-date information is necessary; this might imply that teachers' independent learning is also important in facilitating school-based inclusive practices. At the leadership level, YY stated that she would persuade her school head to implement changes and planned to extend her network. Teachers with LGO may be less fearful of mistakes and take more initiative to improve their inclusive practices according to students' needs. Additionally, these teachers are likely to set high targets to sharpen their skills. They are motivated to undertake long-term study and develop their understanding of inclusive education because their motivation to improve is subjected to their self-perception. Therefore, teachers with LGO would be more likely to have relatively high self-efficacy.

In summary, reflective capabilities could be related to goal orientations, and in the long run, they may help with the growth of self-efficacy. Overall, I have discussed how Dweck's (1988) goal orientation theory is associated with the findings of the current study. In the following sections, I will further discuss the role that reflective capabilities play in inclusion training.

Missing link: reflective capabilities

In the literature review and findings chapter, I discussed how the training content might be related to how teachers changed their school-based inclusive practices and subsequently evaluated the inclusion training. Based on the findings, this study further highlights that both the training content and the training process may be important,

and concludes that inclusion training might not directly influence teachers' inclusive practices, but instead influence it indirectly through the development of reflective capabilities.

As illustrated in Figure 6.2, two reflection processes may exist between the inclusion training and teachers' changes. The first is the spontaneous influence of the training content on reflective capabilities. The training content is pragmatic and involves exploration of teaching approaches and theories. When teachers possess reflective capabilities, they may attempt to evaluate themselves, their SEN students and their school-based inclusive practices. Herein, reflective teachers can adjust their school-based inclusive practices both conceptually and practically. The second reflection process therefore could be how teachers actualise their intended changes in schools. In this stage, teachers might go through the reflection process again to actualise their intended conceptual and practical changes with consideration of resources, collaboration, time and school-based policies. These changes, then, could be seen to indicate the professional standards of inclusion teachers.

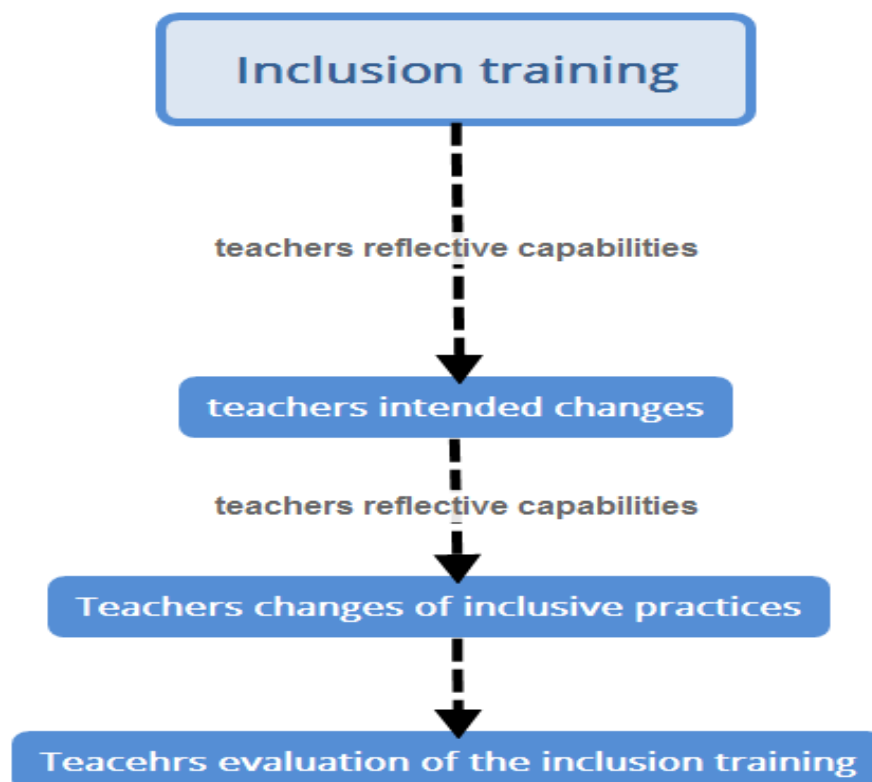


Figure 6.2 Implicit missing links showing how inclusion training informs teachers' changes in inclusive practices

The above section leads to discussion on how the literature informs the reflective capabilities of teachers the role of reflective capabilities in professional training. As discussed in Chapter Two, reflective capability can be defined as the teachers' internalisation of their feelings and beliefs that influence their teacher–student relationships (Helma & Mirella, 2016). Law et al. (2005) pointed out that the training on reflection is theoretically feasible but must be situation-based because reflective capabilities could be developed through constructive feedback and encouragement on teachers' thinking in the training process (Frith et al., 2015). In fact, the reflective ability of teachers might be important because it could help teachers adapt to their specific school contexts (Vinci, 2016). Reflective capabilities could also be required for the sustainability of inclusion: changing and unpredictable contexts may mean that challenges might not be solved by the guidelines of inclusion, but by the teachers' own reflective thinking (Ellis & Tod, 2014).

Overall, reflection might be crucial for inclusion training, as teachers with the ability to reflect can make sense of their learning and foster their cognitive thinking and beliefs because of their self-evaluation (Wyatt, 2016). Nonetheless, reflective capability may not occur spontaneously but emerge in the process of planned teaching tasks that might involve applications in the classroom (mastery experience), reflective observation (vicarious experiences) and, most importantly, abstract conceptualisation that allows students to reflect on how to accomplish tasks using their learning. This process is called active experimentation, which is a key element in the reflective cycle of Wyatt (2016) (Figure 6.3). Additionally, the reflective cycle involves shared, interactive experiences and peer feedback. During the arranged teaching activities, reflective capabilities can also involve open-mindedness, concentration and responsibility on the part of students as well as a range of skills, including noticing, attending, analysing, problem-solving, synthesising, speculating arguments based on evidence and evaluating outcomes.

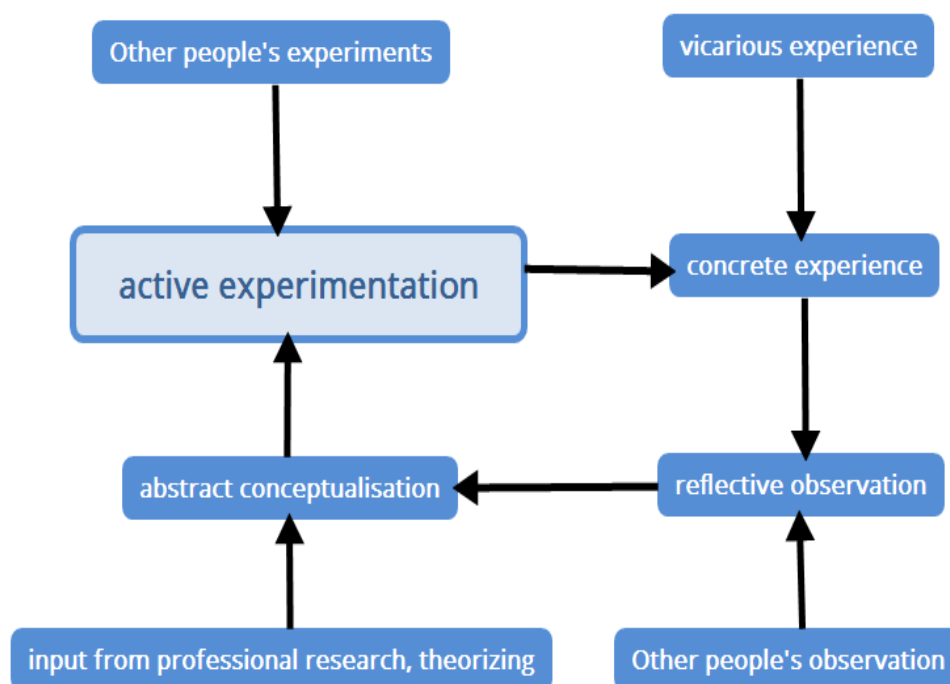


Figure 6.3 Wyatt's (2016) reflective cycle

Wyatt's (2016) reflective cycle (Figure 6.3) has echoed the finding of this study that reflective capabilities can be fostered through planned teaching tasks and the four cognitive processes. Wyatt's (2016) reflective cycle involves four steps, in which the individual first needs some concrete experience in completing a task by imitating others' successful experiences. Subsequently, the individual goes through reflective observation which they reflect on others' practices. Then, the individual would try to conceptualise what he/she observes into a more concrete plan for actualisation. At this stage, the individual might need input and knowledge from relevant research and theory, to help with their conceptualisation. Eventually, the individual would actively experiment on their reflections, observations, and conceptualisations. At this stage, the individual would refer to other people's experiments in practice. A successful active experimentation experience can stimulate the individual to accumulate experience in proceeding to the next task. These four steps form the cycle via which an individual could learn to reflect from input (vicarious experience, reflective observation etc.) and move on to conceptualisation and experimentation. Based on Figure 6.3, reflective capabilities can be further extended to more changes after the training and serve as the basis for teachers to sustain their inclusive practices intellectually.

The teachers in this study could have also gone through steps similar to those depicted in Wyatt's (2016) reflective cycle. In the inclusion training, the teachers were exposed to various skill trainings and observations, and subsequently, the synthesis of input and experimentation during the practicum, which may have stimulated their reflective capabilities. The inclusion training, therefore, could be the beginning of, or build on, development of the teachers' reflective capabilities. After the inclusion training, the teachers may continue to develop their reflective capabilities by continued experimentations with practice.

Thus, teacher educators could adjust their training content regularly and integrating more reflection elements. Moreover, researchers need to have a longitudinal perspective of understanding training, because teachers may need time and opportunity to develop their reflective capabilities.

In the following section, I will discuss how reflective capabilities can further change the inclusive practices of teachers.

Teachers' Reflection on Potential Changes and Their Actualisation

As mentioned previously, reflective capabilities could drive teachers to intentionally change their inclusive practices and, subsequently, actualize these changes. Hence, the reflective capabilities might transform them into specialised professionals instead of regular teachers. This section discusses how reflective capabilities improve inclusion teachers' practices, how teachers, schools and the general public can perceive their potential changes, and the tensions created by these perceptions.

Reflective capabilities and teachers' potential changes in inclusion

Previously, I discussed how teachers might have fostered their reflective capabilities during and after the training. The next questions that arise are what such reflective capabilities result in and what inclusion teachers are trying to achieve when they change their inclusive practices. As reviewed in Chapter Two, parents often see teachers who can teach high-achieving students as professionals, and teachers who teach low-achieving or bad-mannered students as incompetent. This study highlights

that changes inspired by reflective capabilities might help inclusion teachers develop their image as professionals. According to TPB, individuals need to have a goal before they can actualise their behavioural changes (Ajzen, 1991). As illustrated in Figure 6.4, reflective capabilities may serve as the agent between teachers' intended changes and their reflection on their abilities. As discussed earlier, teachers themselves might hope to be perceived or portrayed as specialised professionals instead of regular school teachers, and aim to carry out their planned inclusive practices to demonstrate their professionalism. Inclusion teachers' professionalism, then, refers not to the direct application of what is learnt in the training, but to the reflective process by which teachers selected, supplemented, amended, modified, localised, simplified, complicated, diversified and converged the knowledge they gained from the training as per the findings on intended and reported changes in their lesson observations (Figure 6.4).

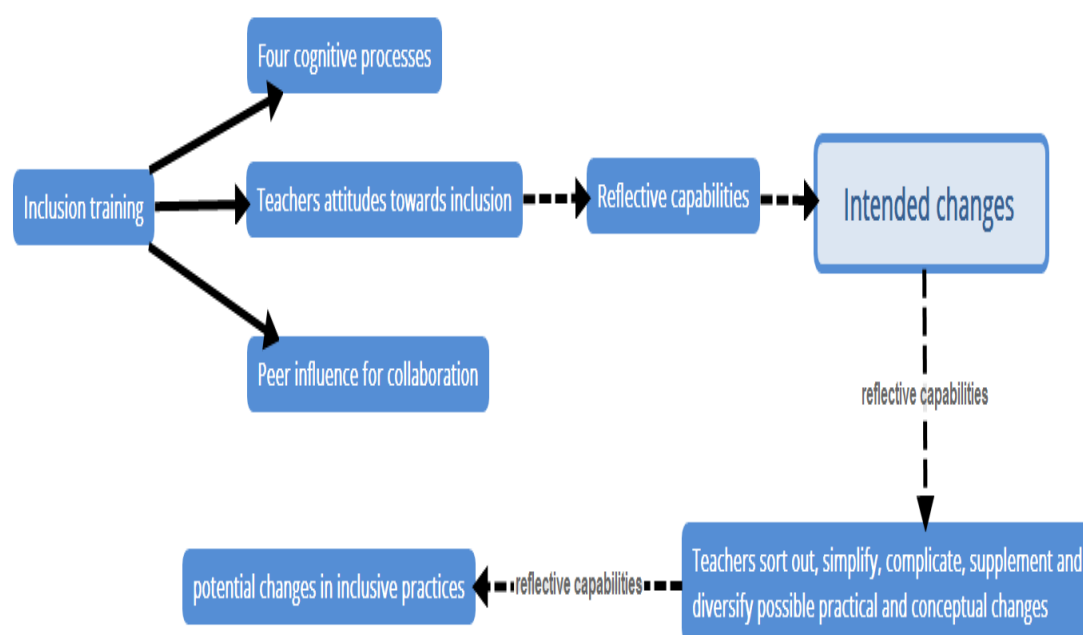


Figure 6.4 Transitions from intended changes to the actualisation of intended changes

Although reflective capabilities can inspire teachers' changes in inclusion, there could also be tensions because teachers, schools and the general public may have diverse ideas of what professionalism for inclusion teachers is (Demirkasımoğlu, 2010;

Endacott et al., 2015; Swann et al., 2010; Woolf, 2014). Hence, studying diverse interpretations of professionalism might be an important point for studying inclusion.

Teachers' potential changes in inclusive practices and associated tensions

I concluded that reflective capabilities might inspire various intended and reported changes, such as teachers' cognition, collaboration with colleagues, and interventions in the inclusive classroom after the training. Nonetheless, as shown in the literature review, some teachers still have reservations about inclusive education after their training (Allday et al., 2013; Cavkaytar, 2006; Engelbrecht, 2013; Florian & Linklater, 2010). I assume, then, that teachers encounter various tensions in implementing school-based inclusive practices after the training. Studying these tensions might help teacher educators reflect on how to assist their teacher participants to sustain changes in their inclusive practices after training.

A major tension is whether teachers' potential changes should be deemed as the standard of professionalism for inclusion teachers. This raises the question of what professionalism means for inclusion teachers. Endacott et al. (2015) asserted that teachers might perceive sustainable training, requirement of licensure, positive working contexts, membership in a professional organisation, authority in their workplace and promising compensation as characteristics of the inclusive education profession. Woolf (2014) assessed the professional standards comprise eight domains related to inclusive education competence, namely, foundation, instructional design, learning environment, communication, instructional planning, assessment, ethics and collaboration.

Actually, no participant perceived themselves as professionals because of the tension created by their negative perception of their profession. Being disregarded as professionals by their school heads may lead to their reservations about the prestige of their role. Endacott et al. (2015) suggested that teachers are sceptical and doubtful about being considered as professionals because they believe that professionals should have a legally recognised license. However, the participants did not assign much value to the certificates they obtained – perhaps because the certificates do not fulfil the same role as a license. Their professionalism is not reflected in certification, but by an

increase in teachers' sense of being an SEN professional, confidence in assisting SEN students, and in collaborating with colleagues and parents. Regarding SEN as an ever-changing education domain in which teachers must constantly develop their skill sets indicates how they interpret professionalism. Furthermore, as almost all the teachers who underwent the training in this study received certificates, the teachers probably realise that the certificate does not reflect their unique status in inclusive education. Teachers might therefore expect a more specialised long-term training, such as top-up degrees or postgraduate studies, instead of short-term courses where certificates are ubiquitous.

In conclusion, inclusion teachers perceived themselves as professionals with three requirements: public recognition, a specialised qualification and the practical value of inclusive education. Nonetheless, the difficulties in attaining these three requirements can result in tensions how teachers regarded themselves as professionals.

Tensions arising from the expectations of school leaders

Another source of tension can be the expectations of the school leadership on inclusion teachers' roles and standards. Woolf (2014) found that inclusion teachers and school leaders may hold different opinions on professional standards for inclusion teachers.

Inclusion teachers may be concerned about skills, such as instructional design and planning and communication. School leaders, in addition of teachers' concerns, might also have concerns about the environment, collaboration and ethics (Woolf, 2014) as they believe that collaboration and learning environments are important to assure smooth administration and implementation of mandatory inclusive policies. Frontline teachers, however, are likely to be more concerned about classroom practices, because the administration might be beyond their authority. Such differences are consistent with findings that the concerns of frontline teachers (Ms Chan, Suen and Cat) and SENCos (YY) are different.

The concept of organisational marginalisation can help illustrate the tension caused by differences in how teachers and schools understand professionalism (Endacott et al.,

2015). In this study, the teachers felt that the school authorities restrict their autonomy in developing teaching methods and materials to address the needs of students, and that the risks they face and efforts they exert in implementing inclusive classrooms go unrewarded. Teachers feel that they are receiving top-down orders to teach SEN students in standardised 'suitable' pedagogies without being regarded as unique professionals. This can partly explain why teachers may be unable to adopt all newly acquired instructional strategies during lesson observation but instead use some of their existing ones, given the 'scripting' of their curriculum.

Besides, teachers may feel that they are neither consulted nor included in the major decision-making processes (Woolf, 2014). Instead, school leaders might apply top-down leadership even though they portray the impression of involving teachers in the decision-making process, as evidenced by Ms. Chan's complaint about her seniors' disregard of teachers' and students' needs. Excluding teachers from decision making can imply insufficient trust in their professional abilities (Skaalvik & Skaalvik, 2014), despite the fact that teachers might actually have more frontline experiences than their school heads. Teachers might also be negative towards assistance from consultants because being assisted further emphasises their feelings of not being seen as professionals (Woolf, 2014). This premise can help explain why the self-efficacies of the participants are relatively low before the training.

An adverse effect of organisational marginalisation could be the confusion amongst inclusion teachers in implementing inclusive practices (Slee & Allan, 2001). All participants reported that inclusive education principles and practices are ambiguous, and that organisational marginalisation may be responsible for such vagueness. To some teachers in Hong Kong, inclusive practices might be unclear, and they may need substantial information for reference (Tait & Mundia, 2013). For example, YY complained about the government's inadequate information disseminated to frontline teachers. Herein, information beyond the teachers' authority may be withheld from them, as repeatedly mentioned by Ms. Chan. Organisational marginalisation can lead to other negative perceptions of inclusive teachers' professionalism (Endacott et al., 2015). For example, owing to distrust, school leaders might not often adopt or approve the teaching materials prepared by inclusion teachers who would

subsequently struggle with how to handle SEN teaching, given the scarce teaching materials or resources. This can help explain why the participants felt that resources and materials are often insufficient. Thus, disregarding professionalism of inclusion teachers may give rise to a feeling of ‘unimportance’ (Swan et al., 2010).

A further threat to the professionalism of inclusion teachers is the imbalance between their ‘risks’ and rewards. Cat gave up his role as a SENCo due to his disappointment with the role, and Suen was dissatisfied with the treatment from his school. Notably, although many teachers support inclusive practices, they may still be concerned about reward for their endeavours. This might not actually be a salary increment or promotion, but more likely encouragement, openness to maintain communication, participation in decision making or simply being heard (Vlachou, Didaskalou, & Kontofryou, 2015).

Tensions related to the general public

The general public’s awareness of inclusion teachers’ professionalism stems from the perceptions of parents, media and other stakeholders in society, who may have diverse perceptions about the professionalism of inclusion teachers. Firstly, the parents of SEN children may believe that inclusion teachers can help improve the academic performance of their children, because in the elitist culture setting of Hong Kong, SEN students can be highly disadvantaged. They might also require teachers to manage misbehaving students promptly. On the contrary, the parents of non-SEN students might require inclusion teachers to balance the benefits between regular and SEN students, due to the worry that most teachers will prioritise SEN students. Different interpretations of an inclusion teacher, as portrayed in the popular media, might be based on the images the teachers intend to create of them being accepting of their students and creative in their teaching methods. They might also be portrayed to be confident and devoted to their students (Demirkasimoglu, 2010). These impressions can help build up inclusion teachers’ credentials in education, but provide an unclear picture of the tensions and problems related to inclusion.

The comments of the participants indicate that Hong Kong’s culture, which originated from the traditional Chinese elitist culture aimed at sorting out elites to serve the

emperors, seems to be a major obstacle to the implementation of inclusive education (Person, Chui, & Wong, 2003). Hence, the 'sorting out' examination-driven system impedes inclusion. The participants opined that the general public assumes that teachers from elite schools are more competent than those teaching in schools with SEN students, which might influence how inclusion teachers perceive their professionalism, since negative social persuasion from the public can reduce their self-efficacy. In fact, the improvements in SEN students are not likely to be as apparent as academic results: participants' focus for inclusion is usually on behavioural discipline, although this can be resisted by students with ASD or ADHD for example. Therefore, the perceived contributions of teachers to the development of SEN students might not be as quantifiable or demonstrable as the measurable contributions of teachers in high-ranking schools where examinations are used as comparable outcomes. Inclusion teachers, then, can be de-professionalised by the public because of a lack of a fair comparison measure.

Both the general public and participants may also share doubts regarding the value of their certificates. Doctors or lawyers might be regarded as professionals partly because they are granted licenses to practice. Therefore, convincing the general public of inclusive education professionalism with ubiquitous certificates, which even the teachers doubt, could be difficult. Demirkasımoğlu (2010) argued that inclusion teachers may actually struggle with individuals or organisations who regard inclusion teachers as non-professionals. In conclusion, as indicated in Figure 6.5, the main tension inclusion teachers experience possibly originates from the diverse interpretations of teachers, the school and the general public regarding the performativity of inclusion teachers. Some interpretations might overlap but some vary. These tensions may help explain why teachers are often neutral or negative towards inclusive education, even after inclusive training.

In summary, tensions arise from differences in the expectations of inclusive practices between teachers and school heads, ambiguous and unclear instructions given to teachers, distrust towards teachers as well as misunderstanding on the part of parents. Teachers might also encounter a conflict between their identities as and lack of trust owing to marginalisation.

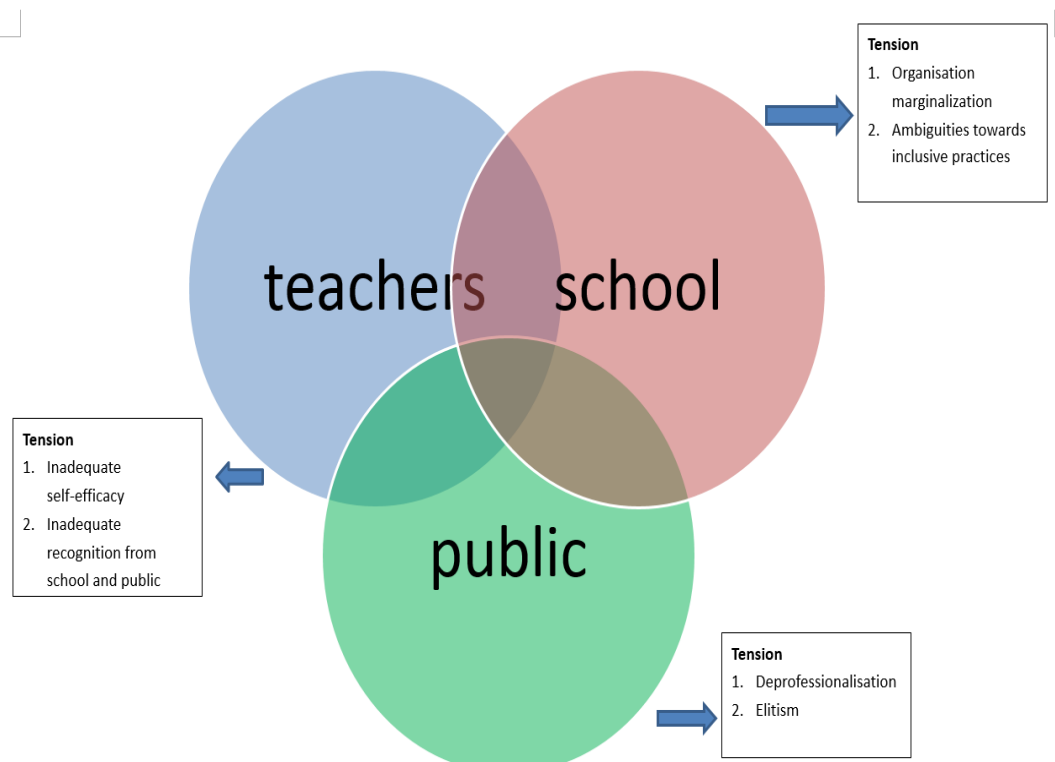


Figure 6.5 Diverse interpretations of inclusion teachers' professions

Teachers' Potential Changes in Inclusion: Collaboration

This section focuses on the participants' changed perceptions of their colleagues. As discussed in Chapter Five, all participants agreed that collaboration is a crucial factor in improving their school-based inclusive practices. Collaboration, therefore, can also be seen as evidence of the professionalism of inclusion teachers. In this section, I will initially discuss how reflective capabilities might have stimulated changes in collaboration and how collaboration might have influenced inclusion teachers. Subsequently, I will explicate why teachers are positively disposed towards collaboration and how they discuss the benefits of collaboration. Finally, I will focus on the tensions arising from the process of collaboration.

How reflective capabilities stimulated changes in collaboration

Occasionally, inclusion teachers encounter tensions from their colleagues. After the inclusion training, participants might find that they have a different understanding of SEN from some untrained colleagues who may not necessarily acknowledge the

participants' new understanding and changes. Such difference can cause some inconsistency among colleagues on how to handle students with SEN, and also with their parents, because of different understanding and perspectives. Hence, the participants inspired by their reflective capabilities might be motivated to serve as an asset for other teachers to share what they acquired in the training. One of the possible ways to achieve this is through collaboration, as this can help trained teachers share the rationale and benefits behind their potential changes in inclusive practice. In other words, trained teachers could support others to reflect through collaboration.

Collaboration in inclusion

In general, collaboration is the act of two or more individuals or parties working together to achieve a common goal. Collaboration amongst inclusion teachers can be understood in three layers. The first layer is collaborating with students to be involved in the IEP meetings. Occasionally, teachers collaborate with higher-grade SEN students to help lower-grade SEN students develop and meet goals. The second layer involves colleague collaboration towards co-lesson planning, students' case follow-ups and administration duties. The last layer is teachers and parents collaboration which might involve routine discussion on how to nurture SEN students both inside and outside the classroom (Luke et al., 2016).

Since collective teaching during the inclusion training might demonstrate to teachers the strengths of collaboration, the reflective capabilities of teachers may trigger their intention to collaborate with colleagues after training. As discussed in Chapter Five, teachers believe that collaboration instead of individualism can help them survive school-based inclusive practices, because peer support and shared responsibilities provide them with a sense of recognition, which reinforces their new identity as specialists. Some researchers have also discussed the essence of collaboration in inclusive education (Demirkasımoğlu, 2010; Ekins, Savolainen, & Engelbrecht, 2016; Feng, & Sass, 2013). They have explained that collaboration might be important as it can assist SEN students with IEPs, resource programmes and co-teaching sessions, where colleague accountability might solve new challenges of inclusion through problem solving, cooperative teaching, instructional assistance and peer support.

Further concerns arise around what benefits teachers can acquire through collaboration. Pleet et al. (2010) indicated that benefits can be attained through shared responsibilities and goals, as these result in role clarification amongst teachers when partnerships are established based on collective responsibility, shared resource and group effort. For instance, teachers might feel trusted and depended on when implementing shared practices. This sentiment can help them develop a sense of importance through shared responsibilities. Interdependence could be the key attribute for the success of collaboration, which is consistent with studies cited in Chapter Two (Gao & Mager, 2011; Sharma et al., 2008). Additionally, collaboration might also broaden colleagues' foresight by developing shared wisdom (Pivik et al., 2002). The participation and administrative support of school support staff may also shift non-teaching workload from inclusion teachers (Poon & Lin, 2015). The analysis in Chapter Five also shows that collaboration may indicate the perceived professionalism of teachers, because teachers can acquire recognition from peers and demonstrate their expertise to one another via collaboration: Woolf (2014) suggested that one key domain of inclusive education competence was collaboration.

Despite the various benefits of collaboration, several existing studies have indicated that collaboration is complex and difficult. Rose and Norwich (2014) suggested that during collaboration multiple identities possessed by individuals could induce conflicts. In the current study, some participants had identities that were potentially conflicting. For instance, YY serves as a SENCo and is responsible for curriculum adaptation, discipline management and the coordination of cross-disciplinary collaboration. Additionally, she is a Chinese language teacher who is supervised by her panel head under the control of SENCo. Conflicting roles may cause possible embarrassment as YY followed her own instructions and not those of her panel head. Similarly, Suen is both an inclusion teacher and the father of an SEN student in the same school. He too had conflicting identities that caused him embarrassment. Additionally, Cat is still reflecting on the differences in the duties of an inclusive education teacher between regular class and hospital school settings.

When working in collaboration, clarity of duties and goals is important, and problems can arise when these are poorly defined (Rose, 2011). The situation can become

complex when teachers with unclear ideas about their roles are tasked to collaborate with others who might also face the same problem. For instance, YY had vague ideas about the role of a SENCo due to the lack of explicit instructions on this role, whilst Ms. Chan felt uneasy and unsure because she was not in the SEN team but was asked to be a counselling teacher to implement inclusive practices in class. In this regard, ambiguity of roles can lead to problems in collaboration. Teachers can feel confused when they need to clarify their roles and responsibilities in joint activities with other teachers, particularly when they still consider the inclusive practices to be ambiguous.

Furthermore, teachers might also experience tension arising from their evaluation of collaboration. Although all participants claimed to recognise the importance of collaboration, they seldom defined their roles during collaboration because they realized that collaboration is complex and difficult. For example, YY reported that her self-perceived teaching capabilities were reduced by various time constraints in working with her colleagues. The reluctance to collaborate can be ascribed to several reasons, such as their criteria to evaluate the possibility of collaboration. These criteria might be based on their past experiences of collaboration, skills and expertise required in collaboration. I argue that the most crucial barrier to collaboration might be teachers' own evaluation of the need to collaborate. Specifically, teachers might be unwilling to collaborate when they evaluate themselves capable of solely managing the challenges on their own. Therefore, the motivation to collaborate may cease when teachers realise that such collaboration can provide limited advantages in addition to vague identities and roles.

Another problem during collaboration is that teachers might feel that their expertise is undervalued, especially when their opinions are seldom considered. Further, teachers can feel perplexed when their assigned duties do not match their expertise (Rose, 2011). The current research highlighted that the expertise of teachers—as perceived by their colleagues and seniors—may not reflect how they perceive their expertise, leading to a potential misunderstanding during collaboration. Therefore, collaborations might succeed only when perceived expertise expectations of teachers and their colleagues are in alignment.

Overall, the participants reported that they can feel secure and recognised during collaboration. However, problems exist when collaboration is established in a school without a detailed discussion of the preferred designations (roles) of teachers during collaboration. Therefore, discussing teachers' perceptions of collaboration is important to allow teachers to evaluate whether or not collaboration is necessary or worthwhile in various tasks (e.g. managing discipline in their classrooms). Thus, collaboration must have its own value, but the tasks and roles involved might need clarification.

Summary

In conclusion, the growth of teachers' reflective capabilities improved their perceived professionalism and their collaborations with others during inclusive practices. I further explored the links between reflective capabilities, collaboration and professionalism in which the reflective capabilities helped teachers customise, refine, supplement, select, and evaluate what they learnt practically and conceptually in the inclusion training; such capabilities also helped them in their attempt to change their inclusive practices and collaborations. Nonetheless, tensions might arise from the diverse interpretations of inclusion. Teachers are likely to mainly focus on their skills and their instructional design, whereas school leaders, apart from skills and instructional design, may also be concerned about collaboration and ethics. Meanwhile, the general public might emphasize the academic performance of students with SEN. Hence, teachers encounter tensions from marginalization and the diverse expectations from the public.

Another possible change inspired by reflective capabilities might be their attempt to collaborate with other colleagues owing to the perceived benefits of collaboration during practicums. Owing to more awareness of their limitations, teachers might be willing to collaborate with others. Nevertheless, tensions around role, identity and control can arise during collaboration. These tensions might help explain why teachers are neutral towards inclusive education, even after their reflective capabilities have developed through training.

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

Overall, the development of the teachers' reflective capabilities during the inclusion training results in intentions to change their inclusive practices and their ability to actualise them. The final chapter will discuss the potential implications of this finding, and present the overall conclusions of the thesis.

Chapter Seven: Conclusion

Introduction

This chapter presents the strengths and limitations, the overall conclusion, contribution, and implications of this study. .

Strengths and Limitations of the Study

Strengths

Bandura (2006) specified that no standardised instrument exists to measure perceived self-efficacy, and that only tailor-made ones can be used because perceived self-efficacy might be related to individuals' perception of their own barriers and challenges to success. Hence, anticipation of an individual's challenges is required to investigate their self-efficacy in interviews and self-reported questionnaires (Steffen et al., 2002). Therefore, the major consideration in studying the variations in self-efficacy is the perceived difficulties of the participants.

The idea of using a self-reported psychometric measure is effective in studying teachers' attitudes because these are related to their self-efficacy and their perceived difficulties in inclusive practices (Sharma & Sokal, 2016). As per the literature review, many inclusion teachers are concerned about curriculum adaptation and discipline management, which are the major perceived difficulties in the self-reported psychometric measures in the present study. Teachers reported a slight increment in their self-efficacy in both curriculum adaptation and discipline management after the course, but no increment two weeks and two months later. Herein, the four cognitive processes associated with the course content and practicum may have slightly increased their self-efficacy, but such increment may have stopped whilst the participants evaluated and reflected on what they had acquired in the training after some time. The concerns about curriculum adaptation and discipline management might be too broad to be applied to the four participants. Thus, in the interviews, the individual questions on the perceived difficulty of each participant are important as they can supplement the inadequacy of the self-reported psychometric measures. Herein, the use of interviews, lesson observations and self-reported psychometric measures work together effectively. Overall, a mixed-methods approach in this study is

appropriate for gaining in-depth insights into teacher efficacy and their inclusive practices (Sharma & Sokal, 2016).

This highlighted the importance of the data triangulation method, which allowed me to conduct the analyses from a multi-angled perspective. For the interviews, each participant had around five hours across five interviews to share their feelings about the training they received and their thoughts on inclusion. Collecting data across five different time periods allowed me to develop a longitudinal aspect to data collection. The detailed interviews (twenty in total) provided a substantial dataset for this study and also allowed a wider range of issues to be explored over time. Moreover, these interviews enabled me to understand the development of the teachers' reflective capabilities and how these capabilities relate to their inclusive practices. The longitudinal nature of the project also allowed the establishment and cultivation of mutual trust between the participants and myself, which led to high quality data. The self-reported psychometric instrument enabled me to seek more evidence to support the themes derived from the interviews. Finally, the lesson observations revealed the teachers reported changes in inclusive practices, which stimulated discussions over their transformation after the inclusion training. Additionally, the entire study is dispersed with data collection points over the two-month period. Thus, I was able to gain a rich and in-depth understanding of each participant's thoughts and views about inclusion training.

Limitations

Although this study used three different data collection methods, the analysis cannot be generalised to other inclusion training because case studies are context specific.

Coding the data into themes theoretically is difficult, because there are no detailed, standardised guidelines to convert descriptive data to a theme-based analysis.

Additionally, I might have missed nuanced data that cannot be easily fitted into suitable themes. Occasionally, confusion can exist between coding and developing themes: my interpretation of the data arises from my own reading of it, and while I sought to be transparent, it is possible that another researcher might develop different codes and themes.

The two-month duration of this study may also be insufficient for reflecting on how thoroughly the transformation amongst teachers occurred and was sustained. Further, some perceived changes in inclusive practices can only be observed, whereas their attitudes can only be learnt through communication. Additionally, no secondary school teachers participated in this study. I am also uncertain if my data analysis may fully reflect the innermost thoughts and reflections of the participants – as with all qualitative interview data, there are limitations to what participants choose to share, and how they choose to express that.

Overall Conclusion

There exists an on-going debate regarding the profession of teaching, which includes how inclusion teachers are perceived. Teachers possess negative attitudes towards inclusive education due to numerous issues concerning classroom practices, discipline management, collaboration, assessment and administration. One of the major concerns is ‘how’ frontline teachers implement proper inclusive education, which is one of the missions of inclusion training for teachers. In this study, I investigated what changes established inclusion teachers experienced after undergoing inclusion training and how these changes are related to their inclusive practices by using combined theoretical framework.

Overall, teachers are affirmative towards their acquired inclusion training and are thus inspired to reflect on their inclusive practices. During the inclusion training, self-efficacy can be influenced in many ways, not least through its relationship with teachers’ reflective capabilities. The cognitive processes of self-efficacy appeared to gradually foster teachers’ reflective capabilities, which represent the major change they sustained after the training programme. Such capabilities also became the main source of their improved self-efficacy when encountering difficulties in implementing inclusive practices. The reflective capabilities further strengthened the teachers’ intentions to change their inclusive practices and enable the actualisation of these changes, such as collaboration and the idea of being an inclusion professional. Nevertheless, teachers encounter various types of tensions from themselves, their colleagues and the general public. This study concludes that inclusion training is still

a solution to inspire teachers to survive inclusion, but teacher educators must emphasise professionalism and collaboration by evolving their teaching practices, by remaining open minded, and by adapting their training to the rapidly changing contexts of inclusive education.

Contributions of the Study

For academics

As reviewed in Chapter Two, many inclusion researchers and teacher educators might study inclusion training and relate teaching content to the possible learning outcome: whether and how teachers can change their school-based inclusive practices. This study suggests that investigating how teachers reflect on the training is also important. Moreover, this study suggests that inclusion training might not immediately change the inclusive practices of teachers, but can improve their reflective abilities and thereby indirectly influence their inclusive practices. Herein, the reflections of teachers may be closely related to the conceptual and/or practical changes in their inclusive practices. However, observing conceptual and/or practical changes is difficult because these are embedded in teachers' reflections, which are unquantifiable. Hence, interviews, lesson observations and self-reported instruments were used to conduct a multi-faceted analysis of the teachers' reflections, their intended and actual changes.

Teacher efficacy is an appropriate theoretical framework to study inclusion training in terms of how teachers experience their acquired training in self-evaluation. However, increase or decline in teachers' self-efficacies might not be directly related to the effectiveness of the training, due to the various factors influencing teacher efficacy beyond the training programmes. Through the use of a mixed-methods approach, this study demonstrated the complexity of teacher efficacy, which may not have been revealed through just one method.

Teacher efficacy can also serve as a theoretical framework to study how teachers experience tensions after the inclusion training, because these tensions can help identify the variables that require further study in inclusion training. In this study, I

suggested that collaboration and the teaching profession can cause tensions among inclusive teachers; hence, future research can consider how inclusion training might help teachers deal with these tensions.

Apart from teacher efficacy, future research might also consider teachers' expectations of their inclusion training, such as the learning environment, equipment, administrative support and learning resources. These factors might not be directly related to teacher efficacy, but they are related to teachers' perceptions regarding their training and, through that, to self-efficacy.

For teacher educators

Inclusion training is important in enhancing teacher efficacy in catering for SEN students. Rather than the teaching content, inclusion training educators can inspire teachers to reflect on how they can initiate changes in their thinking, resilience, flexibility and even their identities through active experimentation, reflective observation, abstract conceptualisation and peer feedback. Such change provides a sense of professionalism to teachers, given that they regard catering for SEN students as a unique, professionalised subject. Teacher educators can use this study as a reference for organising their training content based on the teachers' reflective capabilities and how their reflections can be related to their professions and further collaborative efforts.

For the Hong Kong Education Bureau

This study provides a picture of the nature of inclusive education and problems frontline teachers might encounter. This can inform the EDB requirements for inclusive education and its policies around support to teachers who face hardship in implementing inclusive education.

For teachers

Frontline teachers in inclusive classrooms can use this study as a springboard to reflect on their existing inclusive practices and the means by which they position themselves in inclusive education. Such positioning requires the reflection and reconciliation of SEN teachers towards colleague collaboration and diversely

perceived professions.

Recommendations

Strengths of the integrated theoretical framework

The use of an integrated theoretical framework that combines the ABC model, the self-efficacy theory and the ASE model (based on TPB) has allowed me to study the research questions comprehensively. The integrated theoretical framework is particularly useful for research that focuses on an individual's transformation in a specific training because it might help researchers reflect the intended and actual changes of teachers after the training based on their attitudes, self-efficacy and peer influence. However, no single theory can explain the knowledge in all situations; hence, the integrated theoretical framework is not flawless. In comparison, investigating the potential gaps in the theories is a more feasible task. Nonetheless, within this framework, this study reports that the attitude towards inclusion, the change in self-efficacy, and social influence, all drive teachers to change their inclusive practices. Further, the links between these components may be reflective capabilities and learning goal orientation to trigger these changes.

Inclusion training and reflective capabilities

Theoretical components

The educators of inclusion teachers might consider providing the participants with specific terminologies and techniques that can be used to teach SEN students and create a professional image for inclusion teachers. Although participants were mostly satisfied with their learning, they believed that they would not directly apply the acquired skills but instead reflect and integrate their own customised pedagogies into their existing practices. Thus, effective inclusion training can be designed as a reawakening reflective programme that includes intensified general pedagogies and various specific skills for inclusion teachers with active experimentation, reflective observation and abstract conceptualisation (Lawson et al., 2013). The programme can help 'awaken' the inner thoughts of teachers with regard to good teaching. At root, there is no standardised method for handling students with SEN. Thus, the leeway and flexibility inclusion training can support their development as reflective practitioners. Further, the training can foster a learning environment that prioritises LGO rather than

PGO by encouraging teachers to take risks with least fear of failure. Accordingly, tutors need to focus on learning instead of performance, while performance might refer to teachers' understanding of the training content.

Practicum

The most problematic component of the training is the practicum, owing to teachers' and educators' diverse expectations on its arrangement and content. Ironically, the practicum design in an arranged context is supposed to strengthen the teacher efficacy. Thus, a balance is needed between ethical issues and educators' expectations. To achieve this, teachers can be given an opportunity to suggest effective instructional strategies during practicum rather than directly adopting all the acquired SEN strategies. This recommendation is consistent with the notion that intensified general pedagogies supplemented by the reflection of teachers suit the SEN teaching strategy. Open discussion on practicum with teachers could avoid the pressure resulting from demonstrating unfamiliar practices to unfamiliar students and unfamiliar teachers in an unfamiliar school setting. In return, if teachers are working with a LGO, the practicum might be perceived as less intimidating and more an opportunity for development rather than a performance assessment.

Need for Collaboration

Before initiating collaboration in school, all parties need a clear understanding of the nature and purpose of collaboration: Do teachers really need collaboration or do they only actually need the peer support derived from collaboration? The distinguishing factor is how teachers actually respond to and engage in collaboration. Teachers who prefer collaboration need to consider defining their duties and roles during collaboration, whereas others who need only peer support may be passive about actualising collaboration. For the former, discussions about their roles, their identities and the potential rewards in terms of fairness (e.g., workload reduction, improved appraisal records and specific acknowledgements, not just salary increment or promotion) may be helpful. For the latter, school heads should consider why teachers need such assurance through collaboration. If teachers feel marginalised or isolated by their colleagues, the school heads may need to identify and address the causes. Teacher educators might also consider a sustainable learning and training programme

that allows simultaneous inquiry feedback (such as e-mentoring, for example) which might be convenient and effective in meeting the needs for trainer-trainee collaboration for inclusive education teachers.

Reconciliation of the Diverse Perceptions of Professionalism

Given the importance of a perceived professional image for inclusive teachers, there is a need to reconcile the highly diverse perceptions of the profession, for which the following three aspects should be considered: specialised qualifications, teacher educators and the teachers themselves.

Specialised qualifications

Inclusion training may be treated as postgraduate study with a specialisation. For high-level credentials, teachers may be willing to exert extra effort and time. A lengthy duration might also help overcome time constraints and overlap of teaching content. In practice, inclusion training can be initially provided to teachers assigned to teach SEN students, especially for schools that adopt inclusive practices. This method can assure that teachers who undergo specialised training can serve as inclusive education teachers. Moreover, perceptions of students with SEN might be included in such a study because they are ultimately the major beneficiaries. With more recognised qualifications and consideration on the teaching content, the teachers can consider SEN as a profession.

Teacher educators

Teacher educators serve as notable role models in inclusive education because they function as bridges between teachers and inclusive education. With regard to their role, teacher educators can focus on reflecting on how to arouse teacher reflection, by adopting evidence-based practice, reflective observation and active experimentation as well as by continually reviewing and developing related content.

Teachers

Although perceptions about the profession of inclusive education teachers are diverse, some professional standards are commonly perceived by inclusive education teachers, schools and the general public.

Developing good teacher–student relationships. Breeman et al. (2015) suggested that students' emotional and behavioural discipline can be predicted through good teacher–student relationships. The authors asserted that poor teacher–student relationships can cause depression, sadness and peer rejection among students. This can also be stressful for teachers. This assertion of Breeman et al. (2015) echoes the importance of establishing good teacher–student relationships, through which mutual trust can develop and prevail over changing instructional strategies. Exploring the potential of SEN students also reflects the seriousness of teachers and their objection to the general public's non-acceptance of SEN students, thereby reinforcing the professional image of inclusion students via the consent of teachers, schools and the public.

Terminologies used in laws and policies. Ekins et al. (2016) revealed that terminologies used in laws and policies are positively related to the overall sense of professionalism. This notion supports the findings of this study that teachers regard terminologies as symbols of specialism in inclusive education. Ekins et al. (2016) argued that teachers require opportunities to strengthen their knowledge of laws and policies related to SEN and other disabilities. This helps explain why the participants were concerned about receiving theoretical training: that is, they consider SEN as a proper specialisation that has its own highly rigorous language and exclusive knowledge.

Future Directions

This study is a small-scale, in-depth investigation of a specific inclusion training programme. Many other relevant stakeholders, such as frontline teachers, SENCOs, middle managers, school heads, parents, SEN students and even EDB officers, can provide valuable insights into the topic. Thus, in the future, comprehensive findings can be obtained by involving different stakeholders surrounding the participants and even their SEN students.

Reference

- Ainscow, M. (2005a). Developing inclusive education systems: what are the levers for change? *Journal of educational change*, 6(2), 109-124.
- Ainscow, M. (2005b). Understanding the development of inclusive education system. *Electronic Journal of Research in Educational Psychology*, 3(3), 5-20.
- Ainscow, M., & César, M. (2006). Inclusive education ten years after Salamanca: Setting the agenda. *European Journal of Psychology of Education*, 21(3), 231-238.
- Allan, J. (2007). *Rethinking Inclusive Education: The Philosophers of Difference in Practice: The Philosophers of Difference in Practice* (Vol. 5): Springer Science & Business Media.
- Allday, R. A., Neilsen-Gatti, S., & Hudson, T. M. (2013). Preparation for inclusion in vra education pre-service curricula. *Teacher Education and Special Education*, 36(4), 298-311.
- Ames, C. (1990). Motivation: What teachers need to know. *The Teachers College Record*, 91(3), 409-421.
- Armstrong, A. C., Armstrong, D., & Spandagou, I. (2009). *Inclusive education: International policy & practice*: Sage.
- Ashworth, P. (2003). An approach to phenomenological psychology: The contingencies of the lifeworld. *Journal of phenomenological psychology*, 34(2), 145-156.
- Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational psychology*, 20(2), 191-211.
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American psychologist*, 37(2), 122.
- Bandura, A. (1989). Regulation of cognitive processes through perceived self-efficacy.

- Developmental psychology*, 25(5), 729.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52(1), 1-26.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-efficacy beliefs of adolescents*, 5(307-337).
- Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of applied psychology*, 88(1), 87.
- Bartlett, L., & Vavrus, F. (2016). *Rethinking case study research: A comparative approach*: Taylor & Francis.
- Bates, T., Swennen, A., & Jones, K. (2014). *The professional development of teacher educators*: Routledge.
- Beacham, N., & Rouse, M. (2012). Student teachers' attitudes and beliefs about inclusion and inclusive practice. *Journal of Research in Special Educational Needs*, 12(1), 3-11.
- Berger, P. (1969). luckmann, T.(1966) The Social Construction of Reality: A Treatise in the Sociology of Knowledge. *New York: Double and Company*.
- Bernard, H. R., & Bernard, H. R. (2012). *Social research methods: Qualitative and quantitative approaches*: Sage.
- Black, I. (2006). The presentation of interpretivist research. *Qualitative Market Research: An International Journal*, 9(4), 319-324.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Breeman, L., Wubbels, T., van Lier, P., Verhulst, F., Van der Ende, J., Maras, A., . . . Tick, N. (2015). Teacher characteristics, social classroom relationships, and children's social, emotional, and behavioral classroom adjustment in special education. *Journal of school psychology*, 53(1), 87-103.
- Brocki, J. M., & Wearden, A. J. (2006). A critical evaluation of the use of interpretative phenomenological analysis (IPA) in health psychology. *Psychology and health*, 21(1), 87-108.
- Brooks, G. (2013). What works for children and young people with literacy difficulties: The effectiveness of intervention schemes: Dyslexia-SpLD Trust.
- Brownell, M. T., Ross, D. D., Colón, E. P., & McCallum, C. L. (2005). Critical features of special education teacher preparation a comparison with general

- teacher education. *The Journal of Special Education*, 38(4), 242-252.
- Brunsting, N. C., Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979 to 2013. *Education and treatment of children*, 37(4), 681-711.
- Buell, M. J., Hallam, R., Gamel-McCormick, M., & Scheer, S. (1999). A survey of general and special education teachers' perceptions and inservice needs concerning inclusion. *International Journal of Disability, Development and Education*, 46(2), 143-156.
- Burke, W. W., & Litwin, G. H. (1992). A causal model of organizational performance and change. *Journal of management*, 18(3), 523-545.
- Burrell, G., & Morgan, G. Sociological Paradigms and Organisational Analysis. Elements of the Sociology of Corporate Life. 1979: London: Heinemann.
- Byers, R., & Lawson, H. (2015). Developments in providing a curriculum for learners with SLD/PMLD. *The Routledge Companion to Severe, Profound and Multiple Learning Difficulties*, 38.
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of school psychology*, 44(6), 473-490.
- Carlen, P. (2009). Interpretative phenomenological analysis: Theory, method and research. *Sort*, 50(100), 500.
- Carroll, A., Forlin, C., & Jobling, A. (2003). The impact of teacher training in special education on the attitudes of Australian preservice general educators towards people with disabilities. *Teacher Education Quarterly*, 65-79.
- Cavkaytar, A. (2006). Teacher Training on Special Education in Turkey. *Online Submission*, 5(3).
- Chamberlain, K. L. (2015). *The social identification of students labeled dyslexic and learning disabled across literacy instructional contexts*.
- Clark, A. M. (1998). The qualitative-quantitative debate: moving from positivism and confrontation to post-positivism and reconciliation. *Journal of advanced nursing*, 27(6), 1242-1249.
- Collins, K. M. (2013). A disability studies response to JTE's themed issue on diversity and disability in teacher education. *Journal of Teacher Education*, 64(3),

283-287.

- Corbett, J. (2001). Teaching approaches which support inclusive education: a connective pedagogy. *British Journal of Special Education*, 28(2), 55-59.
- Corbett, J. (2002). *Supporting inclusive education*: Routledge.
- Costello, S., & Boyle, C. (2013). Pre-Service Secondary Teachers' Attitudes towards Inclusive Education. *Australian Journal of Teacher Education*, 38(4), n4.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative*: Prentice Hall.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*: Sage.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*: Sage.
- Das, A. K., Gichuru, M., & Singh, A. (2013). Implementing inclusive education in Delhi, India: regular school teachers' preferences for professional development delivery modes. *Professional Development in Education*, 39(5), 698-711.
- Das, D., & Sarkar, B. (2015). Problems of Inclusive Curriculum Transaction.
- de Boer, A., Pijl, S. J., & Minnaert, A. (2011). Regular primary schoolteachers' attitudes towards inclusive education: A review of the literature. *International Journal of Inclusive Education*, 15(3), 331-353.
- de Vries, H. (2016). Self-efficacy: skip the main factor paradigm! A comment on Williams and Rhodes (2016). *Health psychology review*, 10(2), 140-143.
- Demirkasımoğlu, N. (2010). Defining "Teacher Professionalism" from different perspectives. *Procedia-Social and Behavioral Sciences*, 9, 2047-2051.
- DePauw, K. P., & Doll-Tepper, G. (2000). Toward progressive inclusion and acceptance: Myth or reality? The inclusion debate and bandwagon discourse. *Adapted Physical Activity Quarterly*, 17(2), 135-143.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical education*, 40(4), 314-321.
- Donohue, D., & Bornman, J. (2014). The challenges of realising inclusive education in South Africa. *South African Journal of Education*, 34(2), 01-14.
- DOWSON, C. R., 杜信基, HEUNG, W. K. V., 香煥琮, HO, F. C., 何福全, ... 韓

- 羅美儀. (2003). Case studies of four integrated schools in Hong Kong.
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological review*, 95(2), 256.
- Eisenman, L. T., Pleet, A. M., Wandry, D., & McGinley, V. (2010). Voices of special education teachers in an inclusive high school: Redefining responsibilities. *Remedial and Special Education*.
- Ekins, A., Savolainen, H., & Engelbrecht, P. (2016). An analysis of English teachers' self-efficacy in relation to SEN and disability and its implications in a changing SEN policy context. *European Journal of Special Needs Education*, 31(2), 236-249.
- Ellet, W. (2007). *The case study handbook: How to read, discuss, and write persuasively about cases*: Harvard Business Press.
- Ellis, S., & Tod, J. (2014). . Special educational needs and inclusion: reflection, renewal and reality. *Journal of Research in Special Educational Needs*, 14(3), 205-210.
- Emmel, N. (2013). *Sampling and choosing cases in qualitative research: A realist approach*: Sage.
- Endacott, J. L., Wright, G. P., Goering, C. Z., Collet, V. S., Denny, G. S., & Davis, J. J. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. *Review of Education, Pedagogy, and Cultural Studies*, 37(5), 414-437.
- Engelbrecht, P. (2013). Teacher education for inclusion, international perspectives: Taylor & Francis.
- Feng, L., & Sass, T. R. (2013). What makes special-education teachers special? Teacher training and achievement of students with disabilities. *Economics of Education Review*, 36, 122-134.
- Ferguson, D. L. (2008). International trends in inclusive education: The continuing challenge to teach each one and everyone. *European Journal of Special Needs Education*, 23(2), 109-120.
- Flem*, A., Moen, T., & Gudmundsdottir**, S. (2004). Towards inclusive schools: a study of inclusive education in practice. *European Journal of Special Needs Education*, 19(1), 85-98.
- Florian, L. (2008). INCLUSION: Special or inclusive education: future trends. *British*

Journal of Special Education, 35(4), 202-208.

Florian, L. (2012). Preparing teachers to work in inclusive classrooms key lessons for the professional development of teacher educators from Scotland's inclusive practice project. *Journal of Teacher Education*, 63(4), 275-285.

Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369-386.

Florian, L., & Rouse, M. (2009). The inclusive practice project in Scotland: Teacher education for inclusive education. *Teaching and Teacher Education*, 25(4), 594-601.

Florian, L., & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education*, 28(2), 119-135.

Forlin, C. (2006). Inclusive education in Australia ten years after Salamanca. *European Journal of Psychology of Education*, 21(3), 265-277.

Forlin, C. (2010). Developing and implementing quality inclusive education in Hong Kong: implications for teacher education. *Journal of Research in Special Educational Needs*, 10(s1), 177-184.

Forlin, C. (2012). *Future directions for inclusive teacher education: An international perspective*: Routledge.

Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17-32.

Forlin, C., Kawai, N., & Higuchi, S. (2015). Educational reform in Japan towards inclusion: Are we training teachers for success? *International Journal of Inclusive Education*, 19(3), 314-331.

Forlin, C., Loreman, T., & Sharma, U. (2014). A system-wide professional learning approach about inclusion for teachers in Hong Kong. *Asia-Pacific Journal of Teacher Education*, 42(3), 247-260.

Forlin, C., & Rose, R. (2010). Authentic school partnerships for enabling inclusive education in Hong Kong. *Journal of Research in Special Educational Needs*, 10(1), 13-22.

Forlin, C., & Sin, K.-f. (2010). Developing Support for Inclusion: A Professional

- Learning Approach for Teachers in Hong Kong. *International Journal of Whole Schooling*, 6(1), 7-26.
- Forlin, C. L. (2007). Inclusive educational practices: A way forward for Hong Kong. *Chinese Education & Society*, 40(4), 63-75.
- Francis, G., Blue-Banning, M., Turnbull, A., Hill, C., Haines, S., & Gross, J. (2015). School culture in inclusive schools: Parental perspectives on trusting family-professional partnerships. *Manuscript submitted for publication*.
- Frith, C., Cowan, S., & Delany, C. (2015). Reflection training as a form of professional development for physiotherapy clinical educators. *Focus on Health Professional Education: A Multi-disciplinary Journal*, 16(2), 88.
- Fugard, A. J., & Potts, H. W. (2015). Supporting thinking on sample sizes for thematic analyses: a quantitative tool. *International Journal of Social Research Methodology*, 18(6), 669-684.
- Gao, W., & Mager, G. (2011). Enhancing Preservice Teachers' Sense of Efficacy and Attitudes toward School Diversity through Preparation: A Case of One US Inclusive Teacher Education Program. *International Journal of Special Education*, 26(2), 92-107.
- Gargiulo, R., & Metcalf, D. (2015). *Teaching in today's inclusive classrooms: A universal design for learning approach*: Nelson Education.
- George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*: mit Press.
- Ginieri-Coccossis, M., Rotsika, V., Skevington, S., Papaevangelou, S., Malliori, M., Tomaras, V., & Kokkevi, A. (2013). Quality of life in newly diagnosed children with specific learning disabilities (SpLD) and differences from typically developing children: a study of child and parent reports. *Child: care, health and development*, 39(4), 581-591.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2), 75-91.
- Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*: Sage.
- Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American educational research journal*, 31(3), 627-643.
- Hadadian, A., & Chiang, L. (2007). Special Education Training and Preservice

- Teachers. *International Journal of Special Education*, 22(1), 103-106.
- Haines, S. J., Gross, J. M., Blue-Banning, M., Francis, G. L., & Turnbull, A. P. (2015). Fostering Family–School and Community–School Partnerships in Inclusive Schools Using Practice as a Guide. *Research and Practice for Persons with Severe Disabilities*, 40(3), 227-239.
- Hardy, I., & Woodcock, S. (2015). Inclusive education policies: discourses of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141-164.
- Harvey, M. W., Yssel, N., Bauserman, A., & Merbler, J. B. (2008). Preservice teacher preparation for inclusion: An exploration of higher education teacher-training institutions. *Remedial and Special Education*.
- Henson, R. K. (2001). Teacher self-efficacy: Substantive implications and measurement dilemmas.
- Hodkinson, A. (2009). Pre-service teacher training and special educational needs in England 1970–2008: is government learning the lessons of the past or is it experiencing a groundhog day? *European Journal of Special Needs Education*, 24(3), 277-289.
- Humphrey, N., & Symes, W. (2013). Inclusive education for pupils with autistic spectrum disorders in secondary mainstream schools: teacher attitudes, experience and knowledge. *International Journal of Inclusive Education*, 17(1), 32-46.
- Jahnukainen, M. (2015). Inclusion, integration, or what? A comparative study of the school principals' perceptions of inclusive and special education in Finland and in Alberta, Canada. *Disability & Society*, 30(1), 59-72.
- Jensen, J. M. (2015). *Partial Inclusion Effects on Students with Special Needs in English*. Walden University.
- Jordan, A., Schwartz, E., & McGhie-Richmond, D. (2009). Preparing teachers for inclusive classrooms. *Teaching and Teacher Education*, 25(4), 535-542.
- Klonoski, R. (2013). The case for case studies: deriving theory from evidence. *Journal of Business Case Studies (Online)*, 9(3), 261.
- Koomen, H., Van Minderhout, M., & Spilt, J. (2016). The Teacher-Student Interaction Reflection Program (TSIRP): Improving Teachers' Relationships with Individual Problem Students.

- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American journal of occupational therapy*, 45(3), 214-222.
- Kuhn, T. S., & Hawkins, D. (1963). The structure of scientific revolutions. *American Journal of Physics*, 31(7), 554-555.
- Kurniawati, F., de Boer, A., Minnaert, A., & Mangunsong, F. (2017). Evaluating the effect of a teacher training programme on the primary teachers' attitudes, knowledge and teaching strategies regarding special educational needs. *Educational Psychology*, 37(3), 287-297.
- Lancaster, J. Measuring Inclusive Education.
- Law, L. C., Mandl, H., & Henninger, M. (1998). Training of reflection: Its feasibility and boundary conditions.
- Lawson, H., Norwich, B., & Nash, T. (2013). What trainees in England learn about teaching pupils with special educational needs/disabilities in their school-based work: the contribution of planned activities in one-year initial training courses☆. *European Journal of Special Needs Education*, 28(2), 136-155.
- Leung, C. h., & Mak, K. y. (2010). Training, understanding, and the attitudes of primary school teachers regarding inclusive education in Hong Kong. *International Journal of Inclusive Education*, 14(8), 829-842.
- Liasidou, A. (2016). Inclusive education twenty years after Salamanca. *European Journal of Special Needs Education*, 1-3.
- Lietz, C. A., & Zayas, L. E. (2010). Evaluating qualitative research for social work practitioners. *Advances in Social Work*, 11(2), 188-202.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75): Sage.
- Lindsay, G. (2003). Inclusive education: A critical perspective. *British Journal of Special Education*, 30(1), 3-12.
- Ling, C. Y., Mak, W. W., & Cheng, J. N. (2010). Attribution model of stigma towards children with autism in Hong Kong. *Journal of Applied Research in Intellectual Disabilities*, 23(3), 237-249.
- Loreman, T., Forlin, C., Chambers, D., Sharma, U., & Deppeler, J. (2014). Conceptualising and measuring inclusive education *Measuring inclusive education* (pp. 3-17): Emerald Group Publishing Limited.
- Loreman, T., Forlin, C., & Sharma, U. (2014). Measuring indicators of inclusive

- education: A systematic review of the literature *Measuring inclusive education* (pp. 165-187): Emerald Group Publishing Limited.
- Luke, D. A., Baumann, A. A., Carothers, B. J., Landsverk, J., & Proctor, E. K. (2016). Forging a link between mentoring and collaboration: a new training model for implementation science. *Implementation Science*, 11(1), 137.
- Lumpe, A., Vaughn, A., Henrikson, R., & Bishop, D. (2014). Teacher professional development and self-efficacy beliefs *The Role of Science Teachers' Beliefs in International Classrooms* (pp. 49-63): Springer.
- Malak, M. S., Sharma, U., & Deppeler, J. M. (2017). Development of a Scale for Measuring Teachers' Attitudes toward Students' Inappropriate Behaviour. *INTERNATIONAL JOURNAL OF WHOLE SCHOOLING*, 13(1).
- Malinen, O.-P., Savolainen, H., & Xu, J. (2012). Beijing in-service teachers' self-efficacy and attitudes towards inclusive education. *Teaching and Teacher Education*, 28(4), 526-534.
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*: Sage publications.
- Marzillier, J., & Eastman, C. (1984). Continuing problems with self-efficacy theory: A reply to Bandura. *Cognitive therapy and Research*, 8(3), 257-262.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*: Sage.
- Miles, S. (2015). Creating conversations: an inclusive approach to the international networking of knowledge about education. *Journal of Research in Special Educational Needs*, 15(4), 266-275.
- Miles, S., & Singal, N. (2010). The Education for All and inclusive education debate: conflict, contradiction or opportunity? *International Journal of Inclusive Education*, 14(1), 1-15.
- Mills, A. J., Durepos, G., & Wiebe, E. (2010). *Encyclopedia of case study research: L-z; index* (Vol. 1): Sage.
- Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies*: Routledge.
- Moore, R. (2009). *Towards the sociology of truth*: Bloomsbury Publishing.
- Mortimore, T., Hansen, L., Hutchings, M., Northcote, A., Fernando, J., & Horobin, L. S. (2013). K. and Everatt, J.(2012) Dyslexia and Multilingualism: Identifying

and Supporting Bilingual Learners Who Might Be at Risk of Developing SpLD/dyslexia.

Nash, T., & Norwich, B. (2010). The initial training of teachers to teach children with special educational needs: A national survey of English Post Graduate Certificate of Education programmes. *Teaching and Teacher Education*, 26(7), 1471-1480.

Neuman, W. L., & Wiegand, B. (2000). *Criminal justice research methods: Qualitative and quantitative approaches*: Allyn and bacon Boston.

Paneque, O. M., & Barbetta, P. M. (2006). A study of teacher efficacy of special education teachers of English language learners with disabilities. *Bilingual Research Journal*, 30(1), 171-193.

Pantic, N., Closs, A., & Ivošević, V. (2011). Teachers for the Future: Teacher Development for Inclusive Education in the Western Balkans. *International Journal on School Disaffection*, 8(2), 44-52.

Parasuram, K. (2006). Variables that affect teachers' attitudes towards disability and inclusive education in Mumbai, India. *Disability & Society*, 21(3), 231-242.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*: SAGE Publications, inc.

PEARSON, V., LO, E., CHUI, E., & WONG, D. (2003). A heart to learn and care? Teachers' responses toward special needs children in mainstream schools in Hong Kong. *Disability & Society*, 18(4), 489-508.

Phillips, D. C., & Burbules, N. C. (2000). *Postpositivism and educational research*: Rowman & Littlefield.

Phillips, S., Kelly, K., & Symes, L. (2013). *Assessment of Learners with Dyslexic-type Difficulties*: Sage.

Pivik, J., McComas, J., & Laflamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional children*, 69(1), 97-107.

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of counseling psychology*, 52(2), 126.

Poon-McBrayer, K. F. (2004). To Integrate or Not to Integrate Systemic Dilemmas in Hong Kong. *The Journal of Special Education*, 37(4), 249-256.

Poon, F. K., & Lin, A. M. (2015). Building Inclusive Education from the Ground Up:

- The Transformative Experience of HKRSS Tai Po Secondary School (Hong Kong 2006–2013) *Pedagogies and Curriculum to (Re) imagine Public Education* (pp. 141-155): Springer.
- Popper, K. (2005). *The logic of scientific discovery*: Routledge.
- Popper, K. (2014). *Conjectures and refutations: The growth of scientific knowledge*: routledge.
- Reddy, L. A., Dudek, C. M., Fabiano, G. A., & Peters, S. (2015). Measuring teacher self-report on classroom practices: Construct validity and reliability of the Classroom Strategies Scale–Teacher Form. *School Psychology Quarterly*, 30(4), 513-533.
- Reid, K., Flowers, P., & Larkin, M. (2005). Exploring lived experience. *Psychologist*, 18(1), 20-23.
- Romi, S., & Leyser, Y. (2006). Exploring inclusion preservice training needs: a study of variables associated with attitudes and self-efficacy beliefs. *European Journal of Special Needs Education*, 21(1), 85-105.
- Rose, J. (2011). Dilemmas of Inter-Professional Collaboration: Can they be Resolved? *Children & Society*, 25(2), 151-163.
- Rose, J., & Norwich, B. (2014). Collective commitment and collective efficacy: a theoretical model for understanding the motivational dynamics of dilemma resolution in inter-professional work. *Cambridge Journal of Education*, 44(1), 59-74.
- Rothbauer, P. (2008). Triangulation. *The SAGE encyclopedia of qualitative research methods*, 1, 892-894.
- Round, P. N., Subban, P. K., & Sharma, U. (2016). 'I don't have time to be this busy.' Exploring the concerns of secondary school teachers towards inclusive education. *International Journal of Inclusive Education*, 20(2), 185-198.
- Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*: Sage.
- Ruijs, N. M., Van der Veen, I., & Peetsma, T. T. (2010). Inclusive education and students without special educational needs. *Educational Research*, 52(4), 351-390.
- Ryan, A. B. (2006). Post-positivist approaches to research. *Researching and Writing*

your Thesis: a guide for postgraduate students, 12-26.

Saldaña, J. (2015). *The coding manual for qualitative researchers*: Sage.

Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O.-P. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51-68.

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*: Teachers college press.

Sharma, U., & Chow, E. W. (2008). The attitudes of Hong Kong primary school principals toward integrated education. *Asia Pacific Education Review*, 9(3), 380-391.

Sharma, U., Forlin, C., Deppeler, J., & Yang, G.-x. (2013). Reforming teacher education for inclusion in developing countries in the Asia Pacific region. *Asian Journal of Inclusive Education*, 1(1), 3-16.

Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 23(7), 773-785.

Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs*, 12(1), 12-21.

Sharma, U., & Nuttal, A. (2016). The impact of training on pre-service teacher attitudes, concerns, and efficacy towards inclusion. *Asia-Pacific Journal of Teacher Education*, 44(2), 142-155.

Sharma, U., Shaukat, S., & Furlonger, B. (2015). Attitudes and self-efficacy of pre-service teachers towards inclusion in Pakistan. *Journal of Research in Special Educational Needs*, 15(2), 97-105.

Sharma, U., Simi, J., & Forlin, C. (2015). Preparedness of pre-service teachers for inclusive education in the Solomon Islands. *Australian Journal of Teacher Education (Online)*, 40(5), 103.

Sharma, U., & Sokal, L. (2016). Can Teachers' Self-Reported Efficacy, Concerns, and Attitudes Toward Inclusion Scores Predict Their Actual Inclusive Classroom Practices? *Australasian Journal of Special Education*, 40(01), 21-38.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research

- projects. *Education for information*, 22(2), 63-75.
- Silverman, D. (2015). *Interpreting qualitative data*: Sage.
- Sindelar, P. T., Brownell, M. T., & Billingsley, B. (2010). Special education teacher education research: Current status and future directions. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 33(1), 8-24.
- Singh, V. (2015). Access to Equality in Education for Children with Disability through Inclusive Education.
- Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological reports*, 114(1).
- Slee, R. (2001). Social justice and the changing directions in educational research: The case of inclusive education. *International Journal of Inclusive Education*, 5(2-3), 167-177.
- Slee, R. (2008). Beyond special and regular schooling? An inclusive education reform agenda. *International Studies in Sociology of Education*, 18(2), 99-116.
- Slee, R. (2013). How do we make inclusive education happen when exclusion is a political predisposition? *International Journal of Inclusive Education*, 17(8), 895-907.
- Slee, R., & Allan, J. (2001). Excluding the included: A reconsideration of inclusive education. *International Studies in Sociology of Education*, 11(2), 173-192.
- Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative research in psychology*, 1(1), 39-54.
- Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods*: Sage.
- Smith, J. A., Flowers, P., & Osborn, M. (1997). Interpretative phenomenological analysis and the psychology of health and illness. *Material discourses of health and illness*, 68-91.
- Sokal, L., & Sharma, U. (2014). Canadian in-service teachers' concerns, efficacy, and attitudes about inclusive teaching. *Exceptionality Education International*, 23(1), 59-71.
- Soodak, L. C., & Podell, D. M. (1996). Teacher efficacy: Toward the understanding of

- a multi-faceted construct. *Teaching and Teacher Education*, 12(4), 401-411.
- Steffen, A. M., McKibbin, C., Zeiss, A. M., Gallagher-Thompson, D., & Bandura, A. (2002). The revised scale for caregiving self-efficacy reliability and validity studies. *The Journals of Gerontology Series B: Psychological sciences and social sciences*, 57(1), P74-P86.
- Stella, C. S. C., Forlin, C., & Lan, A. M. (2007). The influence of an inclusive education course on attitude change of pre-service secondary teachers in Hong Kong. *Asia-Pacific Journal of Teacher Education*, 35(2), 161-179.
- Stump, D. (2005). A Nice Derangement Of Epistemes: Postpositivism In The Study Of Science From Quine To Latour.
- Swann, M., McIntyre, D., Pell, T., Hargreaves, L., & Cunningham, M. (2010). Teachers' conceptions of teacher professionalism in England in 2003 and 2006. *British Educational Research Journal*, 36(4), 549-571.
- Symeonidou, S., & Phtiaka, H. (2009). Using teachers' prior knowledge, attitudes and beliefs to develop in-service teacher education courses for inclusion. *Teaching and Teacher Education*, 25(4), 543-550.
- Tait, K., & Mundia, L. (2013). A Comparison of Brunei and Hong Kong-SAR Student Teachers' Self-efficacy in Implementing Inclusive Education Practices: Implications for Teacher Education. *Asian Social Science*, 10(1), p51.
- Talmor, R., Reiter*, S., & Feigin, N. (2005). Factors relating to regular education teacher burnout in inclusive education. *European Journal of Special Needs Education*, 20(2), 215-229.
- Thomas, G. (2011). A typology for the case study in social science following a review of definition, discourse, and structure. *Qualitative inquiry*, 17(6), 511-521.
- Thomazet, S. (2009). From integration to inclusive education: does changing the terms improve practice? *International Journal of Inclusive Education*, 13(6), 553-563.
- Tryon, W. W. (1981). A methodological critique of Bandura's self-efficacy theory of behavior change. *Journal of behavior therapy and experimental psychiatry*, 12(2), 113-114.
- Vieluf, S., Kunter, M., & van de Vijver, F. J. (2013). Teacher self-efficacy in cross-national perspective. *Teaching and Teacher Education*, 35, 92-103.
- Vinci, V. (2016). *TEACHERS' TRAINING AND INCLUSIVE METACOGNITIVE*

- TOOLS*. Paper presented at the SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference.
- Vlachou, A., Didaskalou, E., & Kontofryou, M. (2015). Roles, duties and challenges of special/support teachers at secondary education: implications for promoting inclusive practices. *European Journal of Special Needs Education*, 30(4), 551-564.
- Waitoller, F. R., & Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. *Review of Educational Research*, 83(3), 319-356.
- Williams, D. M., & Rhodes, R. E. (2016). The confounded self-efficacy construct: Conceptual analysis and recommendations for future research. *Health psychology review*, 10(2), 113-128.
- Wills, R., Chenoweth, L., & Ellem, K. (2015). Disability and transition from state education to community life: next steps for parents. *International Journal of Inclusive Education*, 1-16.
- Wong, D. K. P. (2002). Struggling in the mainstream: The case of Hong Kong. *International Journal of Disability, Development and Education*, 49(1), 79-94.
- Woolf, S. B. (2014). Special Education Professional Standards How Important Are They in the Context of Teacher Performance Evaluation? *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 0888406414557284.
- WU, K. F. J., 胡強輝, HUI, K. F. S., 許景輝, CHEUNG, H. Y., & 張凱欣. (2015). Chinese attitudes toward inclusive education: Perspectives of Hong Kong and Macau secondary school teachers, students and parents.
- Wyatt, M. (2016). "Are they becoming more reflective and/or efficacious?" A conceptual model mapping how teachers' self-efficacy beliefs might grow. *Educational Review*, 68(1), 114-137.
- Yan, Z., & Sin, K.-f. (2014). Inclusive education: teachers' intentions and behaviour analysed from the viewpoint of the theory of planned behaviour. *International Journal of Inclusive Education*, 18(1), 72-85.
- Yin, R. K. (2013). *Case study research: Design and methods*: Sage publications.
- Yuen, M., & Westwood, P. (2001). Integrating students with special needs in Hong Kong secondary schools: Teachers' attitudes and their possible relationship to

- guidance training. *International Journal of Special Education*, 16(2), 69-84.
- Yuen, M., Westwood, P., & Wong, G. (2005). Meeting the Needs of Students with Specific Learning Difficulties in the Mainstream Education System: Data from Primary School Teachers in Hong Kong. *International Journal of Special Education*, 20(1), 67-76.
- Zhang, K. C. (2011). Early childhood education and special education: How well do they mix? An examination of inclusive practices in early childhood educational settings in Hong Kong. *International Journal of Inclusive Education*, 15(6), 683-697.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary educational psychology*, 25(1), 82-91.

Appendix A The ethical consent approval from EdUHK



18 June 2015

Mr CHIM Ho Yeung, Hastings
Teaching Fellow I
Department of Special Education and Counselling

Dear Mr Chim,

Application for Ethical Review <Ref. no. 2014-2015-0340>

I am pleased to inform you that approval has been given by the Human Research Ethics Committee (HREC) for your research project:

Project title: Teachers' Perception Towards the SEN Training in HK and its Implications to the Training Models

Ethical approval is granted for the project period from 1 September 2015 to 30 June 2016. If a project extension is applied for lasting more than 3 months, HREC should be contacted with information regarding the nature of and the reason for the extension. If any substantial changes have been made to the project, a new HREC application will be required.

Please note that you are responsible for informing the HREC in advance of any proposed substantive changes to the research proposal or procedures which may affect the validity of this ethical approval. You will receive separate notification should a fresh approval be required.

Thank you for your kind attention and we wish you well with your research.

Yours sincerely,

Connie Fung (Ms)
Secretary
Human Research Ethics Committee

c.c. Dr PARK Jae Hyung, Acting Chairperson, Human Research Ethics Committee

Appendix B The recruitment letter

Dear potential participants,

I am currently conducting research on how SEN teachers perceive current SEN training, and how that is related to their self-efficacy as teachers. Ultimately the research will inform the potential development of the current SEN training programs, and will also contribute to our understanding of effectiveness of these programs. This research is part of my doctoral thesis, fulfilling my Education Doctor Degree (EdD), at the Faculty of Social Science and Law, University of Bristol. As you are participating in the SEN training at HKIED, **I would like to invite you to participate in my research.**

Participation will involve a discussion of what the research is about, and four face-to-face interviews of around 30-45 minutes each, over the duration of the SEN training. These can be held at a time and place that is convenient for you – probably at your workplace, or at the university. Additionally, after you have completed the training I would like to observe a lesson that you teach, and meet with you afterwards to discuss the lesson. Once all the interviews have been completed, we will meet to discuss my interpretation of the interviews, and you will have the opportunity to withdraw parts of your data from the study if you so wish.

Interviews will be recorded and transcribed, but all data will be stored and reported anonymously, so you will not be able to be identified from the research. Although the researcher is also one of the tutors for the SEN course you will attend, there shall be no effect or influence on your instructions, grades and other teaching activities in regard of what you will express in the interviews.

Participation in this research is completely voluntary, so you do not have to participate if you do not want to. However, I would be most grateful if you would consider participation. I hope that it will provide an opportunity for you to reflect on your practice and contribute to your professional development.

I will be happy to answer any questions you have about the study. If you would like to participate, or if you have any questions, please contact me at 98323455 or by email at hastings.chim@bristol.ac.uk.

Thank you very much for your attention.

Yours faithfully,
Hastings Chim Ho-yeung

Appendix C Informed Consent form



The SEN training perception research

Information sheet for teacher participants involved with the SEN training perception research

What is the project about?

There have been many Special Educational Needs (SEN) training programs offered by the Hong Kong Education Bureau (EDB) and local universities. Nonetheless, most of the teacher participants are rather reserved and display neutrality towards these kinds of programs. The purpose of this study is therefore to investigate how in-service SEN teachers perceive their SEN training program and how this perception can inform the possible change of these training programs.

Why am I being invited to take part in this research study?

You are invited to join this research study because you are an in-service full-time SEN(Special Educational Needs) teacher who is teaching in an Inclusive Classroom for primary or secondary school students, and simultaneously receiving SEN training at the time when this research is being conducted.

What will the project team do?

In order to get a comprehensive review of how you perceive the existing SEN programs, we adopt six semi-structured face-to-face interviews, including a 30-minute member check interview. These interviews will take place in the offices or conference room of your workplaces according to your preference and convenience. Each semi-structured interview for an individual participant will last about 30 minutes. Additionally, there will be a lesson observation and post observation meeting after the completion of the SEN training program. Upon the completion of the lesson observation, the interview transcripts and our interpretation, these documents will be sent to you for preview in two weeks. The last interview which lasts 30 minutes will be a face-to-face member check in which you can verify all the above documents for amendments or supplements.

What do I have to do?

If you decide to take part in the project you will be invited to attend six semi-structured interviews which last 30 minutes each. With your written consent, all these interviews will be audio-typed with two separate taping devices. The information which is at risk of disclosing any identifying details will be deleted from the audio-tapes, the researcher's database and the entire study.

Will I benefit by being in this research

There will not be financial interests or subsidy for your participation. Nonetheless, through talking with us during the interview you might be able to reflect on your training and teaching experiences which might further your modifications on the SEN instructional strategies. Furthermore, your participation will be referential and beneficial to the existing Special Education teachers' study, which is crucial to the well-beings for all students with SEN.

Will there be any risk or discomfort to me?

No personal, health, reputation and emotion risks should be posed on your well-beings and career once you participate in this study. Although the researcher is also one of the tutors for the SEN course you will attend, we guarantee that there will be no effect or influence on your instructions, grades and other teaching activities in regard of what you will express in the interviews.

Certainly, there might a chance in which you might recall some negative emotions, such as disappointment, grief, grievance or embarrassments, in the process of retelling certain failing or upsetting experiences during the SEN training. In that case, you can halt the interview for a while until you feel that you can continue or you can leave from the interview. We in this aspect are always ready and prepared to provide you with suitable mental support. Additionally, you always have the right to delete or supplement any content from the transcripts and our interpretation which you might regard having negative impact on your well-beings and career.

I have to stay in the project for the whole of the project?

Not at all. You can withdraw from the research in case you suffer dismay or discomfort. Nonetheless, no compensations in terms of payments will be provided for you in consideration of your participation.

What happens if I change my mind?

If you decide to withdraw from the interview, please inform us before the beginning of the interview. All the information which is received before your withdrawal will be excluded from the data analysis and deleted immediately.

What happens to my personal details?

Your personal particulars are strictly confidential, prohibited for disclosure and solely accessible to us. Your identity and any background information will not be identified in any form of report or publication unless you prefer doing so.

The interviews will be audio-taped electronically with the researcher's mobile phone and an audio recorder. Upon the completion of the interviews all those audio files will be transmitted to my personal computer and a thumb drive which are encrypted by a series of passwords and stored with safety in the researcher's home.

The information which could identify you, such as your name and your serving school, will not be included in the recordings. You can choose a pseudonym at your discretion throughout the whole study, which will also be adopted as the file name which comprises all relevant audio recordings and word processed documents saved in the researcher's password-encrypted computer at home.

The interview data will also be accessed by a confidential transcription service provider which is unable to identify you since your real names will be replaced by pseudonyms in the audio recordings.

How long will you be using my opinions?

Upon the completion of our analysis, the findings would eventually be converted into a narrative account based on verbatim extracts and in-depth commentary retrieved from

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

transcripts. The first version of the transcripts and our analytic interpretations will be reviewed by you, which is part of the member check so that we would be able to reflect and amend the transcripts or accounts accordingly. If you are satisfied with the transcripts and the interpretations, your opinions will be quoted in this research and will be discarded upon the completion of the publication of the entire research study. Approximately the whole process will last nine months.

Who can I contact?

Please feel free to contact the researcher and the researcher's supervisor at any time.

Mr Hastings Chim	hastings.chim@bristol.ac.uk	852 9832 3455
Dr Jo Rose	jo.rose@bristol.ac.uk	0117 331 4109



CONSENT FORM FOR ALL ADULTS TAKING PART IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I _____ volunteer to participate in an interview for the above named project.

I have:

Yes No

- | | | |
|---|--------------------------|--------------------------|
| 1. Been given information explaining about the project | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☐

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☐

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☐

Signed: _____ Print name: _____ Date: _____

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: _____ Print name: _____ Date: _____

Appendix D Interview protocol

Interview 1 (before the start of the training)

1. How long have you been teaching?
請問您有幾多年教學經驗?
2. What subjects are you teaching now?
請問您現正教授那些科目?
3. What in the past motivated you to be a teacher?
過去有甚麼事情啟發您想成為教師?
4. Can you describe your most unforgettable lesson ever in the past?
請描述一節令您感到難忘的課堂。
5. How do you think about your strengths? Or weakness?
您如何評價自己的強項? 或缺點?
6. What is your guiding principle of teaching? Why do you think you will teach that way?
請問您教學有甚麼主要原則? 為甚麼呢?
7. Have you ever encountered any student with SEN before? If yes, how do you feel about your SEN teaching?
請問您有否教授過有特殊學習需要之學生? 如有, 您的感受如何?
8. How long have you been teaching students with SEN? What forms? What types of SEN are your students having?
請問您教授過有特殊學習需要學生有幾多年? 何級? 那種特殊學習需要?
9. What are your teaching goals for SEN students?
請問您教授有特殊學習需要學生時, 有甚麼教學目標?
10. How will you achieve these teaching goals?
您會如何達到這些教學目標?
11. Which area do you think you are more confident to teach the SEN students? And why is this?
在教授有特殊學習需要學生時, 您有那些方面較有自信? 為甚麼?

There is no strict sequencing for question 1 to 6.

12. Which area do you think you are less confident to teach the SEN students? And why is this?
在教授有特殊學習需要學生時, 您有那些方面較欠自信? 為甚麼?
13. What SEN courses are you going to attend?
您會報讀那些 SEN 課程?
14. Why are you attending these SEN courses?
為甚麼要報讀那些 SEN 課程?
15. In what ways do you know any key components in the courses you are going to attend?
您知道這些 SEN 課程的主要部份嗎?
16. Should the SEN training focus more on the Behavioral ones (Autism, Attention Deficit/Hyperactivity Disorder), Cognitive ones (dyslexia and intellectual disability) or Physical Disability (Visual Impairment, Hearing Impairment, Speech and Language Impairment and Physical Disability)? Which area is the most important? Why?
您覺得這些 SEN 課程應否著重行為情緒及社交需要 (包括自閉, 專注力不足

/過度活躍症), 認知學習需要(讀寫障礙, 智力障礙) 或肢體障礙需要(視障, 聽障, 語障及肢體障礙)? 那個方面較重要? 為甚麼?

Visual prompt: a one-paged factual sheet about the IE practice in HK

17. Have you ever come across with the existing IE practice/SEN education in HK? Can you briefly explain them in accordance with what you've learnt so far?
可否告訴我您對香港現行關於融合教育/特殊教育的認知? 可以稍作略述嗎?

Visual prompt: an advertisement about Inclusive Education from HK Government

18. In what ways is the HK political and cultural context, such as Confucian, related to HK SEN teacher education? Why/Why not?
您認為香港的政治及文化背景, 例如儒家思想, 對香港特殊教育有何影響? 為甚麼?
19. Do you personally agree such practice? Why/Why not?
您個人認同現行特殊教育的政策規劃嗎? 為甚麼?

Interview 2 (Theory parts)

1. How have you been getting on about this course so far?
您到現時為止對這個課程有何感想?
2. What have you liked?
您暫時最喜歡課程的甚麼?
3. What have you disliked?
您暫時最不喜歡課程的甚麼?
4. What is the most interesting of these theories/ terminologies which could help you teach your SEN students? Why/ Why not?
那一種理論/技巧是您認為最能協助特殊學習需要的學生? 為甚麼?
5. Which component do you think is the most relevant? (Introduction, law, paradigm shifts, types of SEN, instructional strategies) Why?
那一項元素是您認為跟 SEN 最有關的? (介紹, 法例, 範疇轉移, SEN 類型, 教學策略) 為甚麼?
6. How about the other components?
還有您認為重要的元素嗎?
7. Which component do you think is the least relevant? Why?
那一項元素是您認為最 SEN 最無關的? 為甚麼?
8. In what ways do all these components fulfill what you expect? Why / Why not?
以上這些元素符合您的預期嗎? 為甚麼?

Visual prompt: a one-paged factual sheet about the definition and ideology of IE

9. Could you tell me at this point how you conceptualize IE in your own context?
根據您的角度, 請問您如何理解融合教育的概念?
10. In what ways could the theory part support your SEN classroom instructional strategies? Apart from pragmatic issues, what should be included in the theory

part?

請問課程理論部份如何協助您的 SEN 課堂策略? 除實用元素外, 有甚麼應加入理論部份?

11. What is your view of the place of ideologies of IE, pragmatic issues about IE and collaboration skills? Where do you think they actually sit in policy terms? Where do you think they should sit? Why?

您如何評鑑融合教育的理念, 其相關的落實做法及老師之間的合作技巧? 您認為須要立法規管融合教育嗎? 為甚麼?

12. How will you think about the school visit in terms of the theory component?

對於課程內設有校訪, 您有何感想?

Interview 3 (Field experiences)

Visual prompt: A picture showing a person standing in front of a group of students in the classroom

1. Can you briefly tell what you believe is happening in this picture? What makes you believe that?

您能告訴我圖畫中正發生甚麼事情嗎? 您為何有此想法?

2. Can you describe the field experience (practicum)? What is the most important part to you during your field experience?

您能告訴課程中的實習是甚麼嗎? 在實習中甚麼是最重要的?

3. In your view, what is the place of authentic teaching experiences in HK SEN teacher training programmes? Why?

在 SEN 課程中安排實習您認為重要嗎? 為甚麼?

4. Pls share your successful or failing experiences during your practicum. What attributed to such results? What do you think you learnt from these experiences? (Mastery experience)

請描述在實習中您覺得成功/失敗的經驗。有甚麼原因導致這次成功/失敗? 在這些經驗中有值得學習的地方嗎? (主動經驗)

5. Have you noticed / observed any effective and successful SEN teaching strategies from your tutors or other participants? Why do you believe that such practices are successful? Do you think such observation may inform your SEN teaching? Why/Why not? (Vicarious experience)

在實習中, 您有否從導師或同學觀察到一些有效又成功的 SEN 教學策略? 為甚麼這些策略會有效? 而這些有效策略能協助您的 SEN 教學嗎? 為甚麼?(間接經驗)

6. What feedback have you obtained after the field experiences? Are they positive? Or negative? How useful was the feedback? (Social persuasion)

在實習中, 您有否從導師或同學得到一些正面/負面的回饋? 這些回饋有用嗎? (社交回饋)

7. Have you encountered any happiness or excitement during the practicum? If yes, could you please share with me? Do you think this feeling may continue during your future SEN teaching? Why/why not? (physiological feedback)

在實習中, 您有否遇到任何開心或刺激的感受? 可否簡述一下? 您認為這種感受會延續到您將來的 SEN 教學嗎? 為甚麼? (心理回饋)

8. Have you encountered any anxiety or pressure during the practicum? If yes, how

will you overcome it? Do you think such emotion might persist along your SEN teaching in the future Why/Why not?? (physiological feedback)

在實習中，您有否遇到任何緊張或壓力的感受？如有，您是怎樣克服？您認為這種感受會延續到您將來的 SEN 教學嗎？為甚麼？(心理回饋)

Pause: explanation of four models of self-efficacy and how they are related to their interview questions

9. Now you should have learnt some basic concepts about self-efficacy, can you tell me if there are any other examples in this course excluded in these four sources but affect your teacher self-efficacy?

您或許已掌握一些自我效能的概念。除了以上四種例子，還有甚麼會影響您的教師自我效能？

10. Apart from the authentic teaching experiences, what else should be included in the practicum? (Case studies? Learning portfolios? Regular seminars?) How would these be useful for you?

除了真實的教學經歷，還有甚麼須包含於實習內？(個案分析？學習檔案？定期研討會？) 這些新加元素對您有甚麼用處？

11. In what ways do you believe that the assessment and evaluation of your practicum is essential? If yes, what ways (questionnaires? Class observations? Interviews) are more valid and relevant? Why/how would these be important?

您認為實習的考核及評估是否重要？何種考核(問卷？觀課？訪談？) 較為有效及相關？為甚麼？

Interview 4 (After the SEN training program)

1. How relevant and important do you think the certification after the SEN training is crucial?

您認為完成 SEN 課程後的證書是否重要？

2. How do you feel about pursuing courses with or without certification or award?

如果此類課程設有/並沒有證書，您有何想法？

3. Can you describe the most relevant aspect in the SEN training you received?

在整個 SEN 課程中，那一個部分最與您的教學相關？

4. How will you evaluate the SEN training you attended? What do you think is the strength of the SEN training? What nonetheless is the inadequacy of the training?

您會如何評價整個 SEN 課程？課程有甚麼優點？有甚麼缺點？

5. In what ways has the course affected your confidence and competencies to teach SEN students in the future after taking the course? Why/Why not?

您覺得這個課程如何影響您教授 SEN 學生時的能力及信心？為甚麼？

Visual prompt: their answers for question four in interview one

6. How do your answers for question 4 vary from that in interview one? Have you experienced a change in your self-efficacy level after the course? What attributes to such difference?

承上題，在訪談一中我們曾談過您教授 SEN 學生時的自我效能及信心。完成

課程後您的自我效能有改變嗎？有甚麼導教這個改變？

7. After taking the course, which area do you think is the most useful? Why?
完成課程後您覺得那個課題最重要？為甚麼？
8. Similarly, which area is the least useful? Why?
同樣地，您覺得那個課題最不重要？為甚麼？
9. Are your choices still the same as what you pointed out in interview 1? Why/Why not?
以上選取的課題跟第一次訪談時的是否一樣呢？為甚麼？
10. What do you believe are the governing principles guiding the establishments of these SEN teacher education programs?
您認為訂立及安排這些 SEN 課程時在甚麼主要原則？
11. Which area do you think is the most important in your SEN teacher training? SEN instructional strategies? Discipline management skills? SEN terminologies? SEN students assessment? Or SEN students curriculum adaptation? Please justify your answers.
有甚麼範疇對您的 SEN 教學尤其重要？SEN 教學策略？課室管理技巧？SEN 術語？SEN 學生評估？或者課程調適？請解釋一下您的選擇。

Interview 5 (After the lesson observation)

Verbal prompt: my description and comments during the lesson observation

1. How do you think your lesson went just now?
您覺得剛才的課堂如何？
2. What would you think are the positive aspects of the lesson? Why would you think so? Please share your successful experiences?
您覺得這個課堂有甚麼強項？為甚麼？試簡述您的成功經驗？
3. In what ways do you think why would this have done better?
您覺得這個課堂有甚麼可以做得更好？
4. To what extent are the training courses relevant and valid to your SEN teaching? Can you give me some examples?
SEN 的課程內容跟您的 SEN 課堂有甚麼相關性？請簡述一些例子。
5. How much do you think you have applied what you acquired during your SEN training in the class just now? What are they?
您剛才的課堂有應用 SEN 的課程內容嗎？請簡述一些例子。
6. Are you likely to think you are confident and competent to teach SEN students? Why/Why not?
您覺得您現在更有自我效能去教授 SEN 學生嗎？為甚麼？

Visual prompt: their answers for question four in interview one and that for question five for interview four

7. How do your answers for question four vary from that in interview one and four? What attributes to such difference?
承上題，在訪談一及四中我們曾談過您教授 SEN 學生時的自我效能及信心。完成課程後您的自我效能有改變嗎？有甚麼導教這個改變？
8. What are you feelings towards students with SEN? Is it different from your

justification in interview one? If yes, what contributes to such difference?

請問您現在對有特殊學習需要之學生有何感受？跟訪談一比有何不同？有甚麼導至這個改變？

9. Are you likely to think you change your way to interact with students with SEN in your classroom now? Can you give me some examples showing how you change your interaction with your students with SEN before and after the course?

您現在有改變過跟 SEN 學生的課堂互動嗎？可否簡述一下上 SEN 課程前後的分別？

10. In what ways do you think the course has changed how you reflect on your own teaching? Do these course content fit into your teaching practice?

這個 SEN 課程有否改變您如何反思自己的教學？這個 SEN 課程又有幾多適用於您的教學上？

Appendix E Self-reported psychometric measures

1. How will you weigh the lesson you just conducted? (Scale: 0: the worst 10: the best) Y: 7, M: 7, S:8, C:7

2. Acceptance of students with SEN (Scale: 0: the lowest acceptance 10: the strongest acceptance)

<i>States</i>	<i>Before receiving the SEN training</i>	<i>Right after the SEN training</i>	<i>Two weeks after the SEN training</i>	<i>Two months after the SEN training</i>
SEN students acceptance level (0-10)	Y: 7, M: 6, S:6, C:7	Y: 8, M: 8/9, S:8, C:9	Y: 8, M: 8/9, S:9, C:9	Y: 9, M: 8/9, S:9, C:9
Justifications (to be filled by the researcher)				

3. SEN self-efficacy : Your PERCEPTION of your ABILITY to handle your SEN students inside (teaching) and outside (discipline management) the classroom.
(Remark: NOT the real ABILITY)

(Scale: 0: the lowest SEN self-efficacy 10: the strongest SEN self-efficacy)

<i>States</i>	<i>Before receiving the SEN training</i>		<i>Right after the SEN training</i>		<i>Two weeks after the SEN training</i>		<i>Two months after the SEN training</i>	
	<i>Inside the classroom</i>	<i>Outside the classroom</i>	<i>Inside the classroom</i>	<i>Outside the classroom</i>	<i>Inside the classroom</i>	<i>Outside the classroom</i>	<i>Inside the classroom</i>	<i>Outside the classroom</i>
SEN Self-efficacy level (0-10)	Y: 7, M:6/7 , S:7, C:7	Y: 6, M: 5, S:7, C:7	Y: 8, M: 8/9, S:8, C:8	Y: 7, M: 7, S:8, C:8	Y: 8, M: 8/9, S:8, C:8	Y: 7, M: 7, S:8, C:8	Y: 8, M: 8/9, S:8, C:8	Y: 7, M: 7, S:8, C:8
Justifications (to be filled by the researcher)								

4. Perception towards your received SEN training program (Scale: 0: the worst perception 10: the best perception)

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

States	<i>Before receiving the SEN training</i>	<i>Right after the SEN training</i>	<i>Two weeks after the SEN training</i>	<i>Two months after the SEN training</i>
SEN training perception (0-10)	Y: 7, M: 8, S:7, C:6	Y: 8, M: 9, S:8/9, C:8	Y: 8, M: 9, S:9, C:8	Y: 8, M: 9, S:9, C:8
Justifications (to be filled by the researcher)				

Ms Chan

Ms Chan

Interview 5_application Psychometric measurement of SEN students' acceptance and self-efficacy level in four different states throughout the SEN training

1. How will you weigh the lesson you just conducted? (Scale: 0: the worst 10: the best) 7

2. Acceptance of students with SEN (Scale: 0: the lowest acceptance 10: the strongest acceptance)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN students acceptance level (0-10)	6	8-9	8-9	8-9
Justifications (to be filled by the researcher)				

3. SEN self-efficacy : Your PERCEPTION of your ABILITY to overcome your SEN teaching in your CLASSROOM. (Remark: NOT the real ABILITY) SENs
(Scale: 0: the lowest SEN self-efficacy 10: the strongest SEN self-efficacy)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN Self-efficacy level (0-10)	5 6-7	7 8-9	7 8-9	7 8-9
Justifications (to be filled by the researcher)		Not as		

4. Perception towards your received SEN training program (Scale: 0: the worst perception 10: the best perception)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN training perception (0-10)	8	9	9	9
Justifications (to be filled by the researcher)	Chore to do	-1 = packed = no time to prepare what you come up with in the morning = it'd be better to finish it before long holiday	→ adapted to school environment	

Suen

Suen

Interview 5_application Psychometric measurement of SEN students' acceptance and self-efficacy level in four different states throughout the SEN training

1. How will you weigh the lesson you just conducted? (Scale: 0: the worst 10: the best) 8

2. Acceptance of students with SEN (Scale: 0: the lowest acceptance 10: the strongest acceptance)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN students acceptance level (0-10)	6	8	9	9
Justifications (to be filled by the researcher)				

3. SEN self-efficacy : Your PERCEPTION of your ABILITY to handle your SEN students inside (teaching) and outside (discipline management) the classroom.
(Remark: NOT the real ABILITY)

(Scale: 0: the lowest SEN self-efficacy 10: the strongest SEN self-efficacy)

States	Before receiving the SEN training		Right after the SEN training		Two weeks after the SEN training		Two months after the SEN training	
	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom
SEN Self-efficacy level (0-10)	7	7	8	8	8	8	8	8
Justifications (to be filled by the researcher)								

4. Perception towards your received SEN training program (Scale: 0: the worst perception 10: the best perception)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN training perception (0-10)	7	8/9	9	9
Justifications (to be filled by the researcher)				

Cat

Interview 5_application

Psychometric measurement of SEN students' acceptance and self-efficacy level in four different states throughout the SEN training

1. How will you weigh the lesson you just conducted? (Scale: 0: the worst 10: the best) 7

2. Acceptance of students with SEN (Scale: 0: the lowest acceptance 10: the strongest acceptance)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN students acceptance level (0-10)	7	9	9	9
Justifications (to be filled by the researcher)				

3. SEN self-efficacy : Your PERCEPTION of your ABILITY to handle your SEN students inside (teaching) and outside (discipline management) the classroom.
(Remark: NOT the real ABILITY)

(Scale: 0: the lowest SEN self-efficacy 10: the strongest SEN self-efficacy)

States	Before receiving the SEN training		Right after the SEN training		Two weeks after the SEN training		Two months after the SEN training	
	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom
SEN Self-efficacy level (0-10)	7	7	8	8	8	8	8	8
Justifications (to be filled by the researcher)								

4. Perception towards your received SEN training program (Scale: 0: the worst perception 10: the best perception)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN training perception (0-10)	6	8	8	8
Justifications (to be filled by the researcher)				

YY

Interview 5_application

Psychometric measurement of SEN students' acceptance and self-efficacy level in four different states throughout the SEN training

1. How will you weigh the lesson you just conducted? (Scale: 0: the worst 10: the best) 7

2. Acceptance of students with SEN (Scale: 0: the lowest acceptance 10: the strongest acceptance)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN students acceptance level (0-10)	7	8	8	9
Justifications (to be filled by the researcher)				

3. SEN self-efficacy : Your PERCEPTION of your ABILITY to handle your SEN students inside (teaching) and outside (discipline management) the classroom.
(Remark: NOT the real ABILITY)

(Scale: 0: the lowest SEN self-efficacy 10: the strongest SEN self-efficacy)

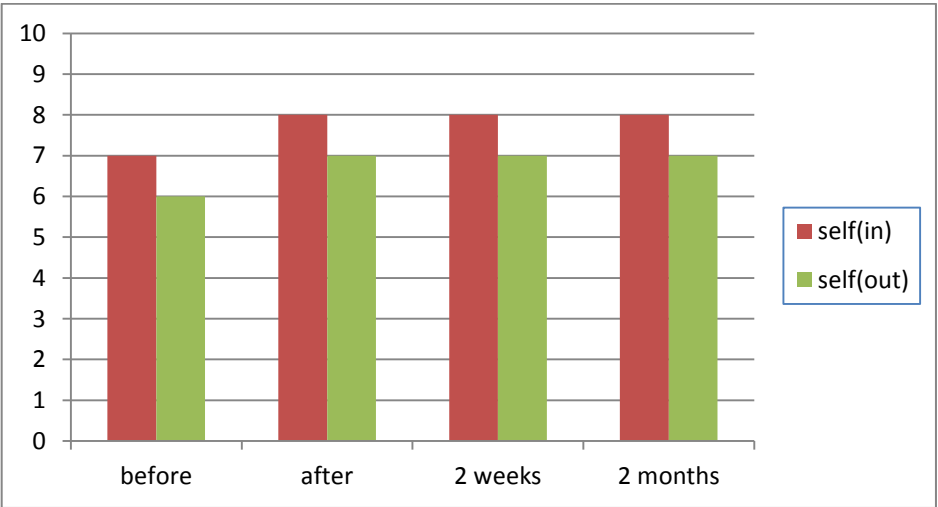
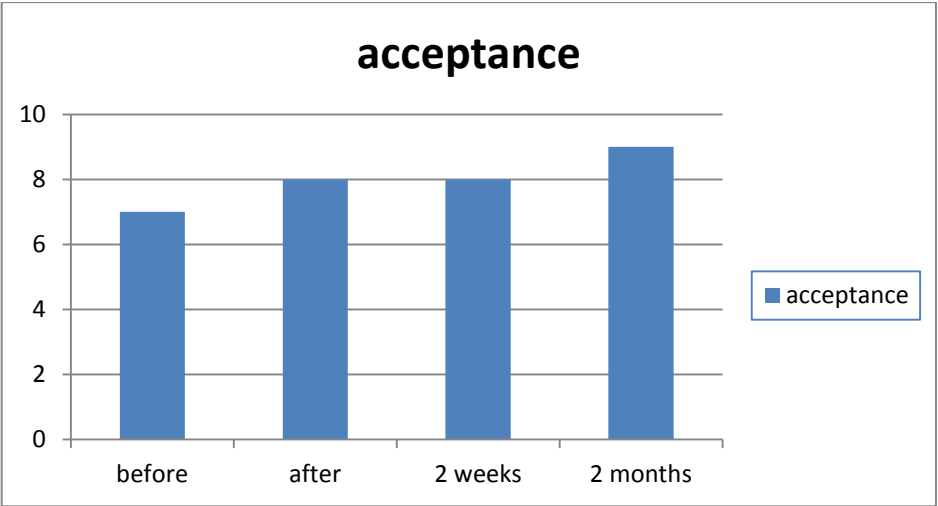
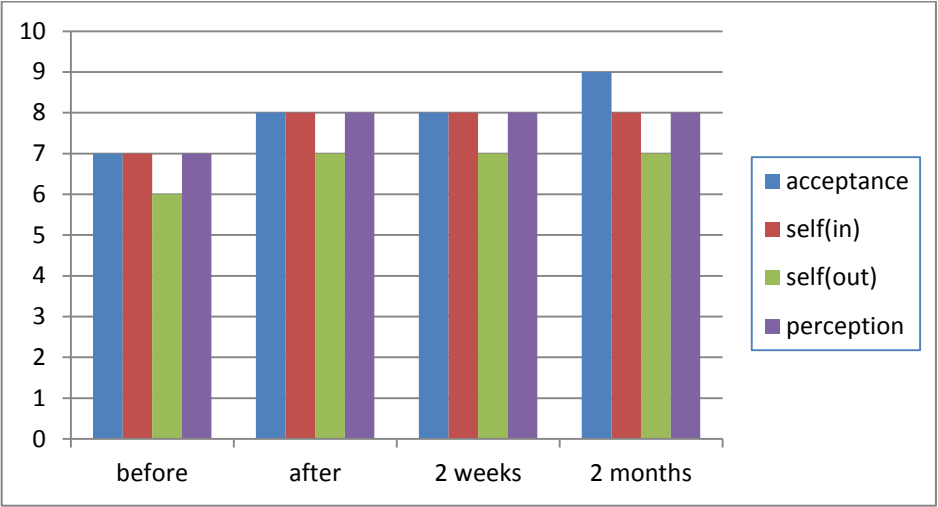
States	Before receiving the SEN training		Right after the SEN training		Two weeks after the SEN training		Two months after the SEN training	
	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom	Inside the classroom	Outside the classroom
SEN Self-efficacy level (0-10)	7	6	8	7	8	7	8	7
Justifications (to be filled by the researcher)								

4. Perception towards your received SEN training program (Scale: 0: the worst perception 10: the best perception)

States	Before receiving the SEN training	Right after the SEN training	Two weeks after the SEN training	Two months after the SEN training
SEN training perception (0-10)	7	8	8	8
Justifications (to be filled by the researcher)			Diff	

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

Figure 1 YY



Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

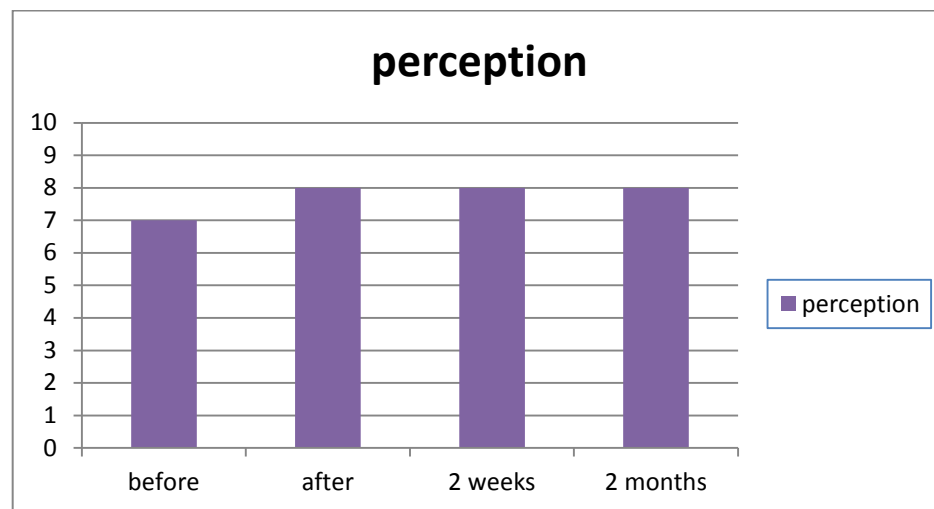
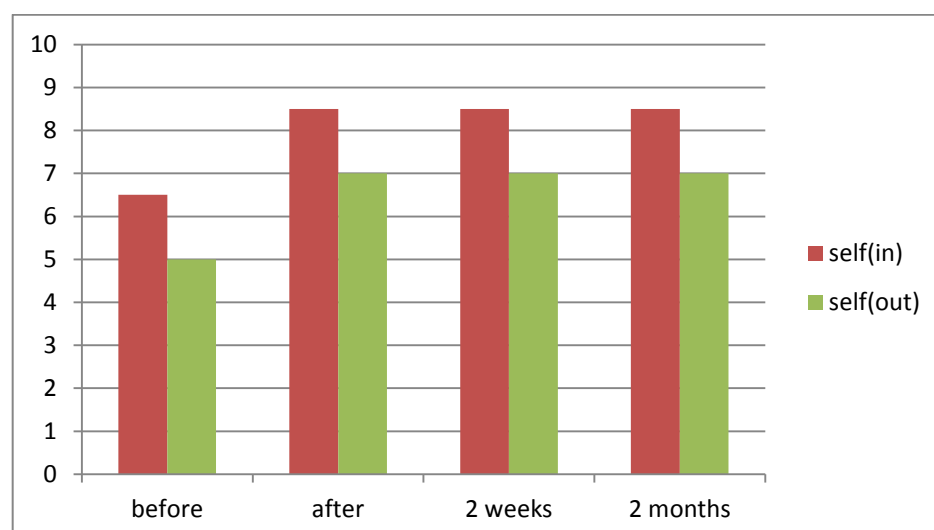
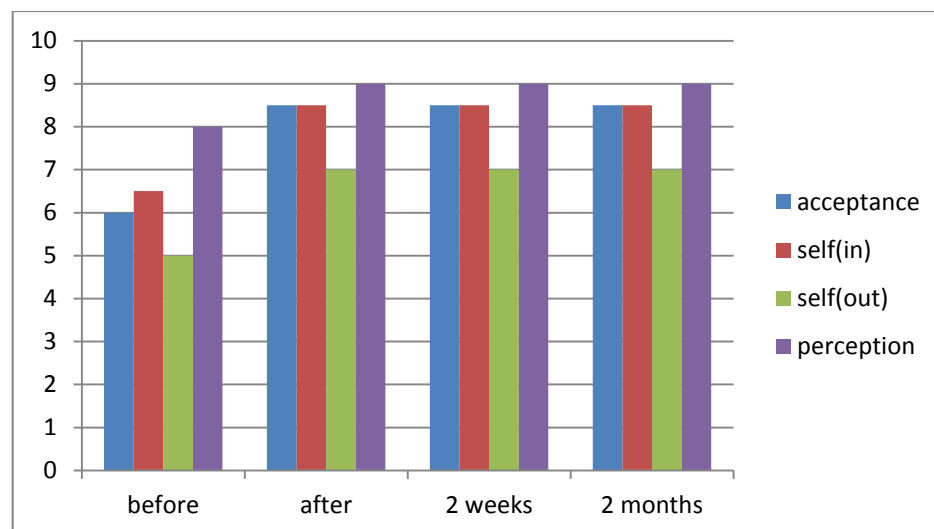


Figure 2 Ms Chan



Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

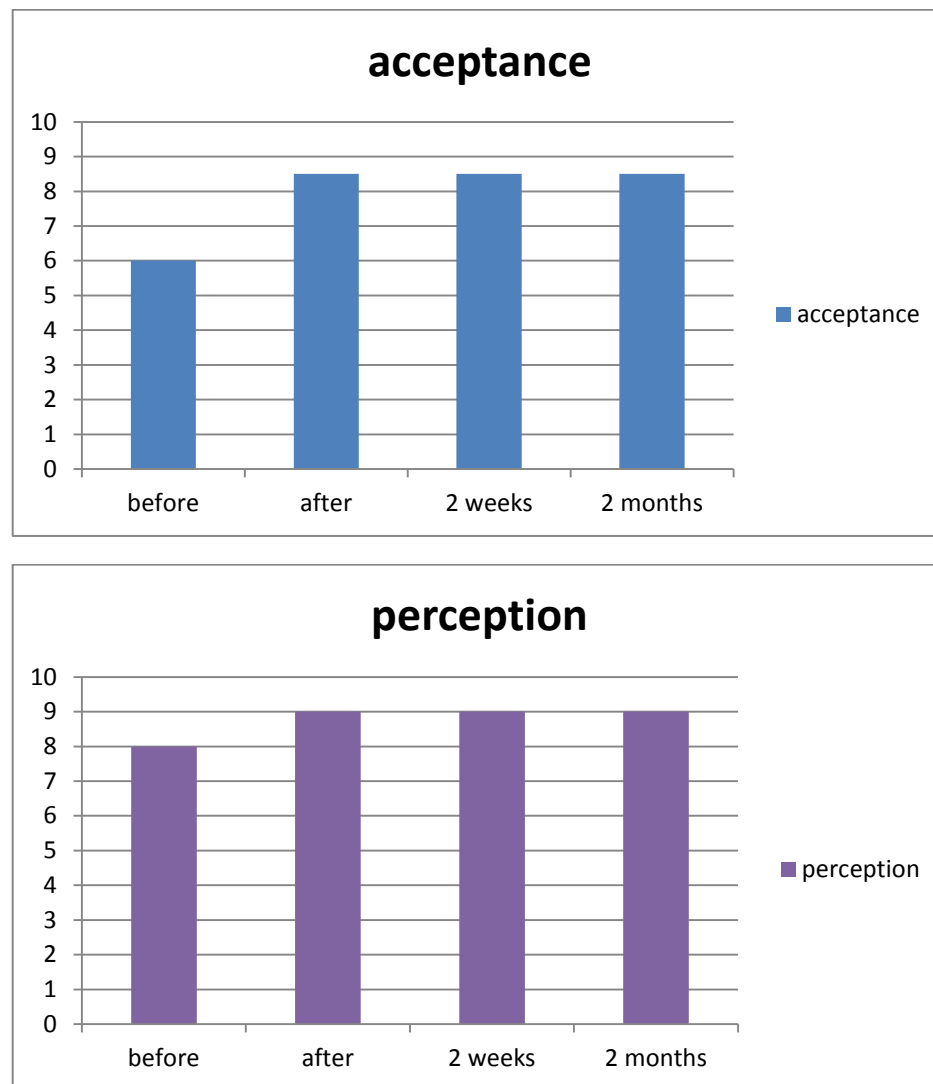
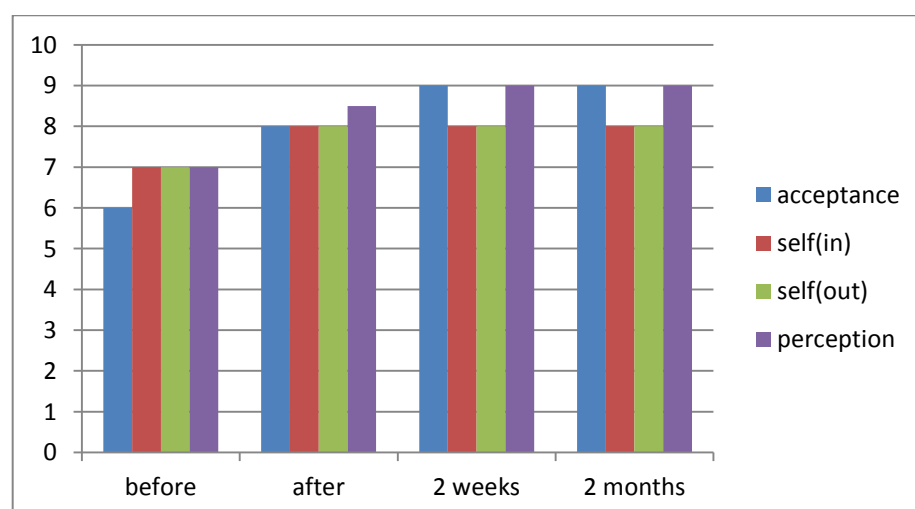


Figure 3 Suen



Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

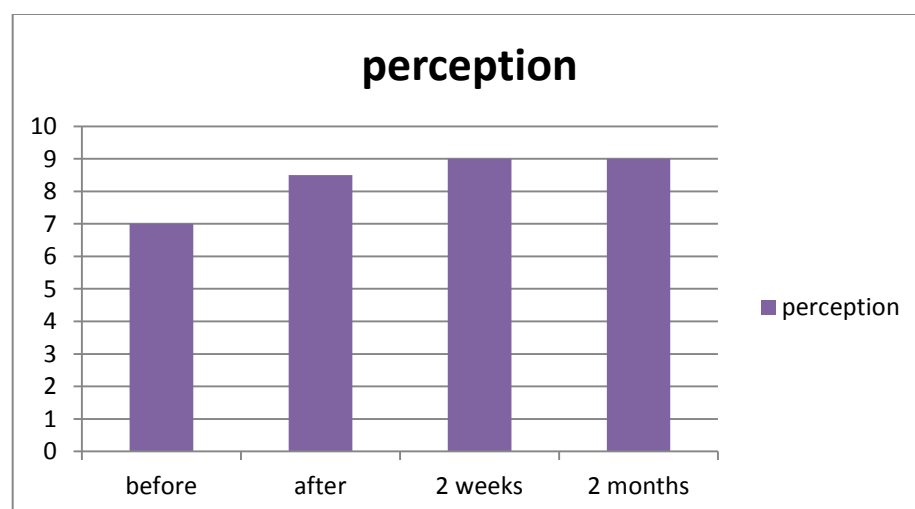
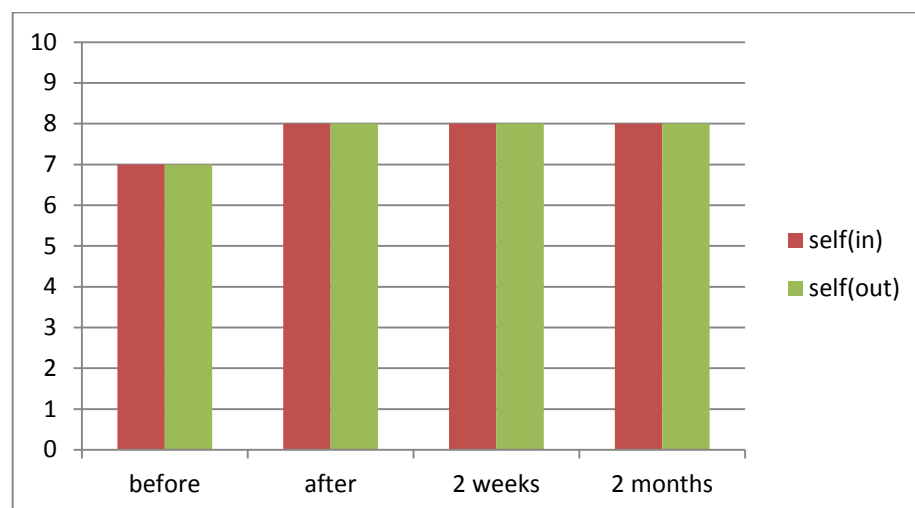
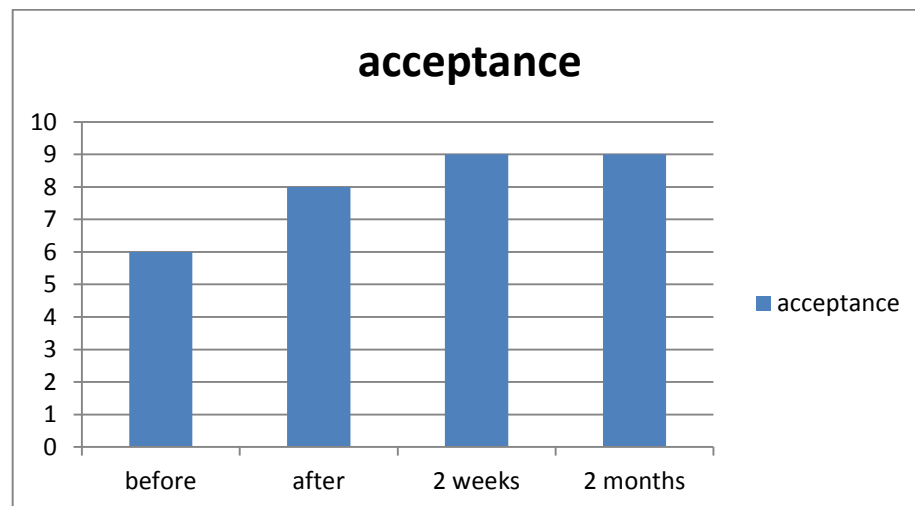
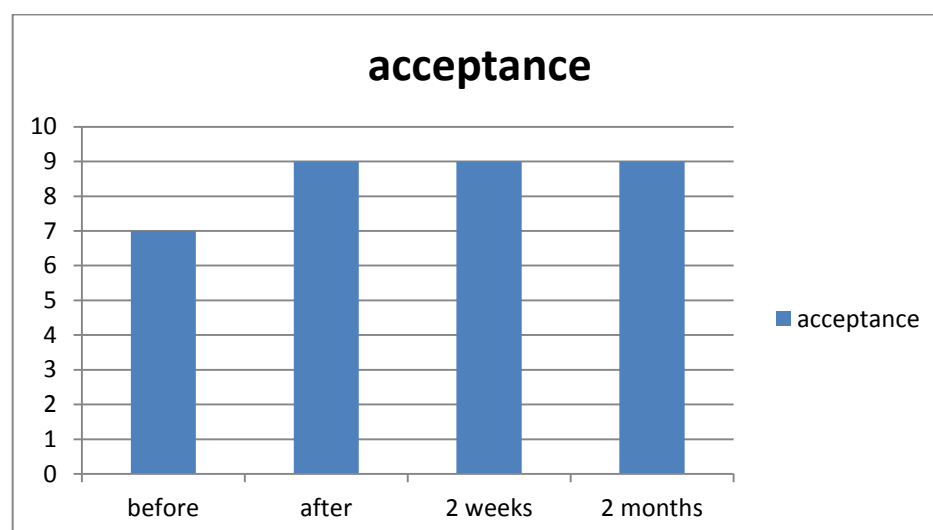
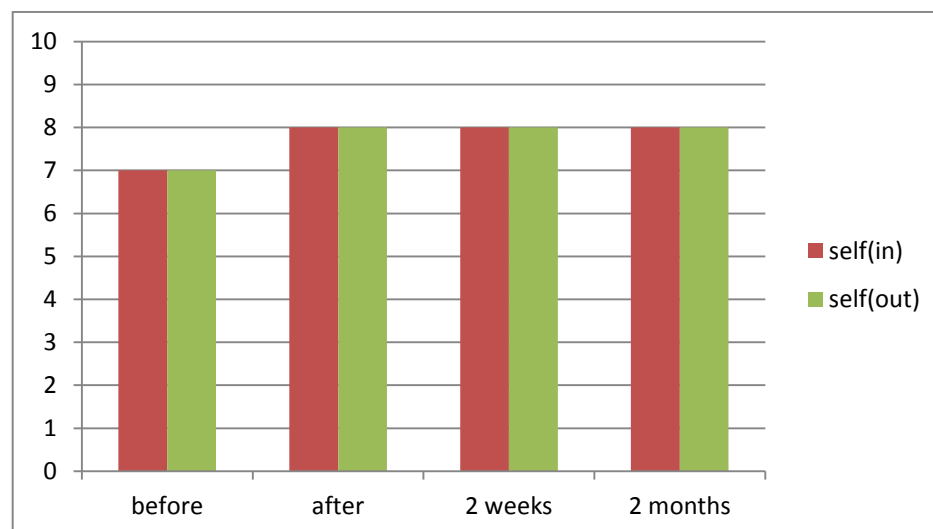
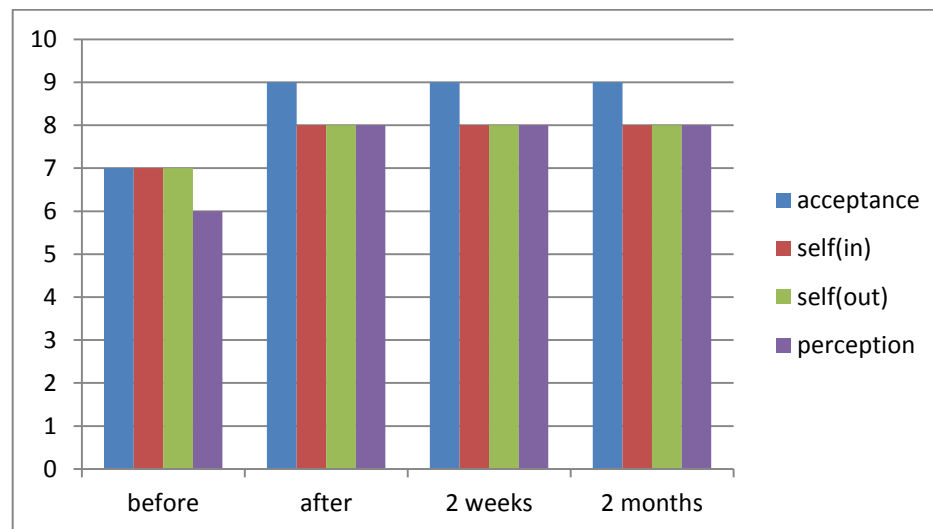
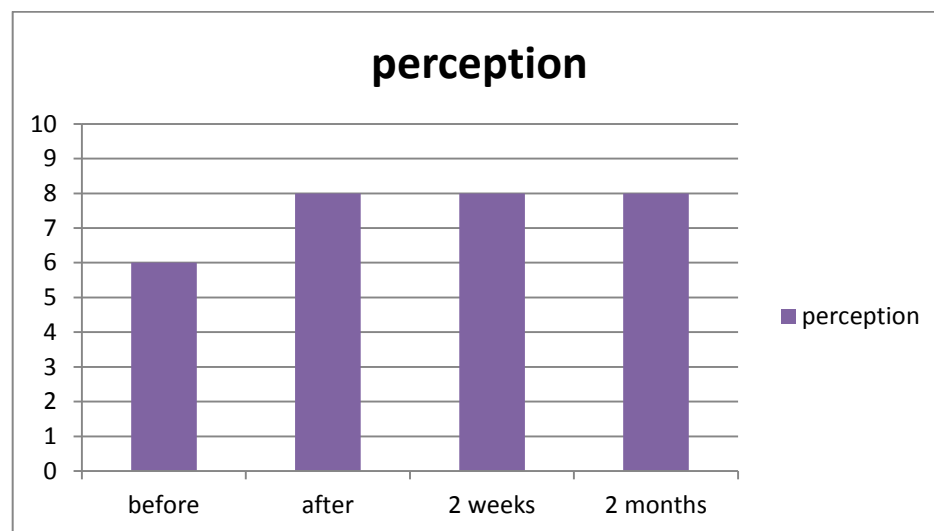


Figure 4 Cat

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices



Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices



Appendix F Consent forms

Cat

**CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH**

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Mr. Yin Ping Wah volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Yin Ping Wah Date: 22/10/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Yin Ping Wah Date: 22/10/2015

First interview

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

First Interview

University of BRISTOL

CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Yin Ping Wei volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Yin Ping Wei Date: 29/10/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Yin Ping Wei Date: 29/10/2015

Second interview

Second Interview

University of BRISTOL

CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Yin Ping LAM volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: Yin Ping LAM Print name: Yin Ping LAM Date: 3/11/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: Yin Ping LAM Print name: Yin Ping LAM Date: 3/11/2015

Third interview

Third Interview

University of BRISTOL

CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Yin Ping Wah volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: Yin Ping Wah Print name: Yin Ping Wah Date: 10/11/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: Yin Ping Wah Print name: Yin Ping Wah Date: 10/11/2015

Fourth interview

Fourth Interview



CONSENT FORM FOR ALL ADULTS TAKING PART IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Yin Ping Wah volunteer to participate in an interview for the above named project.

I have:

1. Been given information explaining about the project
2. Had an opportunity to ask questions and discuss the project
3. Received satisfactory answers to any questions I have asked
4. Received enough information to make a decision about participating

Yes No

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: Yin Ping Wah Print name: Yin Ping Wah Date: 1/12/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: Yin Ping Wah Print name: Yin Ping Wah Date: 1/12/2015

Fifth interview

Fifth Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Yin Ping Wah volunteer to participate in an interview for the above named project.

I have:

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Been given information explaining about the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: Yin Ping Wah Print name: Yin Ping Wah Date: 20/1/2016

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: Yin Ping Wah Print name: Yin Ping Wah Date: 20/1/2016

Ms Chan

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

**CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH**

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I KWONG WING YAN volunteer to participate in an interview for the above named project.


I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>


I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed:  Print name: KWONG WING YAN Date: 19-10-2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed:  Print name: KWONG WING YAN Date: 19-10-2015

First interview

First Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Kwong Wing Yan volunteer to participate in an interview for the above named project.

I have:

1. Been given information explaining about the project
2. Had an opportunity to ask questions and discuss the project
3. Received satisfactory answers to any questions I have asked
4. Received enough information to make a decision about participating

Yes No

☒ ☐
☒ ☐
☒ ☐
☒ ☐

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Kwong Wing Yan Date: 23-10-2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Kwong Wing Yan Date: 23-10-2015

Second interview

Second Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Kwong Wing Yan volunteer to participate in an interview for the above named project.

I have:

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Been given information explaining about the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Kwong Wing Yan Date: 2-11-2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Kwong Wing Yan Date: 2-11-2015

Third interview

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

Third Interview

University of BRISTOL

CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Kwong Wing Yan volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Kwong Wing Yan Date: 9/11

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Kwong Wing Yan Date: 9/11

Fourth interview

Fourth Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Kwong Wing Yan volunteer to participate in an interview for the above named project.

I have:

1. Been given information explaining about the project
2. Had an opportunity to ask questions and discuss the project
3. Received satisfactory answers to any questions I have asked
4. Received enough information to make a decision about participating

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Kwong Wing Yan Date: 24/11/15

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Kwong Wing Yan Date: 24/11/15

Fifth interview

Fifth Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Kwong Wing Yan. volunteer to participate in an interview for the above named project.

I have:

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Been given information explaining about the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Kwong Wing Yan Date: 14/1/2016

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Kwong Wing Yan Date: 14/1/2016

Suen

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

**CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH**

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I SUZAN SHI MAN volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: SUZAN SHI MAN Date: 19/10/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: SUZAN SHI MAN Date: 19/10/2015

First interview

First Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I SUZAN SHI MAN volunteer to participate in an interview for the above named project.

I have:

Yes No

- | | | |
|---|-------------------------------------|--------------------------|
| 1. Been given information explaining about the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: SUZAN SHI MAN Date: 22/10/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: SUZAN SHI MAN Date: 22/10/2015

Second interview

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

Second Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I SUZEN SHI MAN volunteer to participate in an interview for the above named project.

I have:

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Been given information explaining about the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: SUZEN SHI MAN Date: 6/11/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: SUZEN SHI MAN Date: 6/11/2015

Third interview

Third Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Suzen SHI NAM volunteer to participate in an interview for the above named project.

I have:	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: SUZEN SHI NAM Date: 11/11/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: SUZEN SHI NAM Date: 11/11/2015

Fourth interview

Fourth Interview



CONSENT FORM FOR ALL ADULTS TAKING PART IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Suzen SHI MAN volunteer to participate in an interview for the above named project.

I have:

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| 1. Been given information explaining about the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: Suzen SHI MAN Date: 3/12/2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: Suzen SHI MAN Date: 3/12/2015

Fifth interview

Fifth Interview

University of BRISTOL

CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I SUZUSHI MAN volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: [Signature] Print name: SUZUSHI MAN Date: 19/1/2016

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: [Signature] Print name: SUZUSHI MAN Date: 19/1/2016

YY

**CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH**

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Lam Yuen Yee volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: 林允儀 Print name: LAM YUEN YEE Date: 19-10-2015


Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: 林允儀 Print name: LAM YUEN YEE Date: 19-10-2015

First interview

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

First Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Lam Yuen Yee volunteer to participate in an interview for the above named project.

I have:	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: 林婉儀 Print name: LAM YUEN YEE Date: 20-10-2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: 林婉儀 Print name: LAM YUEN YEE Date: 20-10-2015

Second interview

Second Interview

CONSENT FORM FOR ALL ADULTS TAKING PART IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Lam Yuen Yee volunteer to participate in an interview for the above named project.

I have:	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: 林婉儀 Print name: LAM YUEN YEE Date: 28-10-2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: 林婉儀 Print name: LAM YUEN YEE Date: 28-10-2015

Third interview

Third Interview

University of BRISTOL

CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Lam Yuen Yee volunteer to participate in an interview for the above named project.

I have:

	Yes	No
1. Been given information explaining about the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Had an opportunity to ask questions and discuss the project	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Received satisfactory answers to any questions I have asked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Received enough information to make a decision about participating	<input checked="" type="checkbox"/>	<input type="checkbox"/>

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: 林婉儀 Print name: Lam Yuen Yee Date: 4-11-2015

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: 林婉儀 Print name: Lam Yuen Yee Date: 4-11-2015

Fourth interview

Fourth Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Lam Yuen Yee volunteer to participate in an interview for the above named project.

I have:

1. Been given information explaining about the project
2. Had an opportunity to ask questions and discuss the project
3. Received satisfactory answers to any questions I have asked
4. Received enough information to make a decision about participating

Yes No

☒ ☐
☒ ☐
☒ ☐
☒ ☐

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: 林婉儀 Print name: LAM YUEN YEE Date: 1/12

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: 林婉儀 Print name: LAM YUEN YEE Date: 1/12

Fifth interview

Fifth Interview



CONSENT FORM FOR ALL ADULTS TAKING PART
IN THE SEN TRAINING PERCEPTION RESEARCH

Conducted by researchers from University of Bristol

I confirm that I have read and understood the information sheet relating to the SEN training perception research.

I Lam Yuen Yee volunteer to participate in an interview for the above named project.

I have:

Yes No

- | | | |
|---|-------------------------------------|--------------------------|
| 1. Been given information explaining about the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Had an opportunity to ask questions and discuss the project | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Received satisfactory answers to any questions I have asked | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Received enough information to make a decision about participating | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

I consent to my data being collected, stored anonymously, and used by the researcher for the purpose of the project (TICK as appropriate) ☒

I agree to the interview being audio recorded, and the recording being used as an aid to data collection (TICK as appropriate): ☒

I understand that I am free to withdraw my consent from participating in this project at any time before the end of the project, without giving a reason (TICK as appropriate): ☒

Signed: 林婉儀 Print name: Lam Yuen Yee Date: 18/1

Having participated in the project: I give permission for the researcher to keep and use the data I have provided during the course of the project, for the purposes outlined in the information sheet.

Signed: 林婉儀 Print name: Lam Yuen Yee Date: 18/1

Appendix G Interview summaries

YY

Initial noting	Interview summary	Emergent themes
<p>1. The past experience of teaching students with SEN is linked to a teacher's ongoing self-efficacy negatively or positively.</p> <p>2. The guiding principles of a teacher are also significant to the acceptance of students with SEN. Disposition as patience and fairness might be more compatible with the notion of inclusive education.</p> <p>3. It is worth noticing that even though teachers who consent the idea of inclusive education has doubt about heterogeneous grouping (the whole class approach). Some of them are inclined to use small group teaching which they think is not a discrimination, but a more realistic approach to cater the learning diversity.</p> <p>4. Apart from the issues from students, teachers especially the managers for SEN measures in HK are also concerned about the administration and manpower, which is usually a pressing issue in school. It then becomes a need that administration of SEN should also be incorporated into the teacher education programs.</p> <p>5. YY attended this SEN course partly because of her willingness and also partly her school's requirement to fulfil her promotion. Generally the participants seem to be more open towards the SEN training in terms of their personal growth and career aspect.</p>	<p>YY has been a teacher for 18 years in which she is assigned to take care of the students with SEN. She is currently teaching Chinese and Putonghua and now serving in a position of SEN coordinator (SENco). She mentioned that in her past she was motivated to become a teacher due to her religion belief which gives her passion and enthusiasm to influence others. The most unforgettable lesson she mentioned happened in her first year of teaching in which she was a class teacher of a suspected slower learner who had never received any official diagnosis from educational psychologist. She was astonished in the first lesson by how slowly the student was learning in class. She felt sorry for his unpromising learning and being bullied in the class so she attempted to offer him more opportunities to achieve and perform. In a short time, the student had improved significantly after her interventions and prompts. (1)This unforgettable lesson had hence inspired her that with appropriate and prompt interventions would students with SEN be able to better their performance no matter academically or mentally.</p> <p>Regarding her strength, YY perceived herself having empathy towards students with SEN, which cultivates an open yet welcoming relationship with different students. She nonetheless realized that English is one of her weakest areas which refrains her from accessing the most updated information or journals about SEN. There are two guiding principles embedded in her teaching – (2)One is patience which is especially necessary for students with SEN. The another one is mutual understanding which facilitates empathy for teachers when encountering discipline or learning issues. Furthermore, She was deeply inspired by her past learning experience that fairness is equally important. Throughout her 18 years of teaching, she has come across with a wider spectrum of SEN, ranging from dyslexic to ADHD, ASD and even mental disorder. These students happen to exist in different classes and forms. Therefore, she is committed to providing students with equal learning opportunities and assistance so that none in the class is underprivileged or disadvantaged.</p> <p>Drawing on the notion that everyone should have their own unique potentiality, YY is always pleased to see how the students with SEN get started and how they could improve. In order to achieve her learning goal, (3)she has arranged various small groups to reinforce their subject knowledge and strengthen their study skills. She also believes that homogenous grouping (which is in contradiction of heterogeneous grouping advocated by inclusive education) helps teachers focus on remedying the students' weak areas. Additionally, she indicated that she is confident in establishing interaction and mutual trust with students with SEN given her patience and fairness which she realizes is a remarkable way to shorten their distance.</p> <p>(4)However, as a SENco she feels unconfident to administer SEN measures in schools since nowadays she finds teachers overwhelmed by different assignments and work allocation, which she feels uneasy to burden them with extra workloads.</p> <p>5. YY initiated to attend this SEN course partly because she deems it is a very invaluable opportunity to leave school for a while and learn as a full time student to access the newest instructional strategies and discipline management skills. She realized that teachers' mindset might be entrenched if they do not receive training refreshing them. In addition, due to her promotion as SENco, she is required by Education Bureau and school to receive the whole series of training (Basic,</p>	<p><i>1.1. The role that emotion plays in the teachers' pedagogical approach</i></p> <p><i>1.2. How teachers' guiding principles are correlated to their conceptualization and implementation of IE</i></p> <p><i>1.3. How is the teachers' disposition and understanding of IE influencing the school-based IE practices</i></p> <p><i>1.4. The perceived learning content of the SEN teaching program</i></p> <p><i>1.5. Teachers' intention and motivation to attend the SEN training program</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>6. To most of the participants, students with Physical Disability (PD) which consist of Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD) and SLI (Specific Language Disability) are more likely to be accepted in inclusive classroom on the account of the fact that these students do not have cognitive or behavioural difficulties, resulting in no extra workload being required. In short, these student tend to have similar competence as other mainstream students, except the demand for appropriate auxiliary equipment or facilities. On the other hand, teachers are also concerned about the training on mental disorder because of the arising number of students with EBD (Emotional and Behaviourial Disorder).</p> <p>7. YY indicates that the real support such as training and materials outweighs the momentary funding for the SEN measures. In greater depth, some teachers are feeling pressured with the extra workload derived from the new funding.</p> <p>8. Contradicting to the notion that Confucian aligns with inclusive education, YY points out that Confucian is actually discouraging students to be fully immersed into a classroom with diversity. Nor does she feel that the political context is encouraging IE since the education bureau is looking up on the results only. Nonetheless, deep inside a lot of teachers, they are yet affirmative towards the implementation of IE.</p>	<p>Advanced, Thematic) so as to fulfill the requirement for the promotion.</p> <p>Regarding the course content, YY knows the training consists of both knowledge transfer and application in which case studies are included. She also mentioned that such kind of SEN training should prioritize Behavioral, Emotional And Social Development Need (BESDN) since it informs teachers the immediate tactics to handle ad hoc SEN students' misbehavior in a prompt manner, which is effective in assuring other students of a proper learning environment. The Cognitive Learning Need (CLN) training is second most important given the rising amount of dyslexics and students with Intellectual Disability. CLN training informs teachers about how to adapt curriculum and teaching materials on the purpose of catering learning diversity in class. (6)For Physical Disability (PD), YY pointed out that there is no need for teachers to receive official full-time training but some seminars or teacher development days in school might do given that seldom do teachers usually encounter severe learning or discipline problems from them. Nonetheless, apart from BESDN, CLN and PD YY also highlighted the significance of incorporating mental disorder into the training as nowadays rising amount of students are suffering anxiety, depression and schizophrenia.</p> <p>Last but not least, as a SENco YY is quite familiar with the IE practice and policy about SEN measures, for example, the new subsidy scheme, the establishment of the position of new SENco and school-based educational psychologists. 7. Nevertheless, she thinks that the pace of current IE policy is too fast and the support for teachers is inadequate. Although the funding is abundant, it poses pressure on teachers on how to spend the funding instead of revising their SEN instructional strategies. In certain extent, the funding is posing anxiety on teachers instead of assisting them. What might be more pragmatic is to offer more in-service training and materials support for teachers instead of solely monetary assistance.</p> <p>In addition, YY also point out the adverse effects to SEN teacher education brought by HK cultural and political context, such as Confucian. Confucian according to YY signifies the importance of taking care of one self and their families instead of the whole society because it is believed once a person can accomplish their person goals the prosperity of the society is guaranteed, 8. which is contradicting the notion of inclusive education aimed at collaboration of every individual regardless of abilities. YY also stated that the political context in HK is also discouraging the SEN teacher education since YY realised that the Education Bureau in HK merely focuses on the legislation and the results of the SEN policies without genuinely caring the teachers' support. Although feeling neglected or unsupported, YY yet agrees with the notion of inclusive education as she realised that it is a proper way to alleviate different discipline issues caused by the students with SEN.</p>	<p><i>1.4. The perceived learning content of the SEN teaching program</i></p> <p><i>1.6. How is the Government support and ideology positioned in the school-based IE practice</i></p> <p><i>1.7. How the cultural and political context correlates with inclusive education in HK</i></p>
Initial noting	Interview summary	Emergent themes
<p>1. To YY, a good SEN teacher education program should consist of latest information of SEN, frontline teaching experience and pragmatic skills which are applicable. Small class teaching and how participants can share what they learnt in school are crucial too. If teachers can transfer the knowledge back to school, more teachers will gain exposure even though they have no capacity to receive training with</p>	<p>YY is deeply impressed by the thematic course as a matter of fact that it focuses a lot on the experience sharing and case studies. She also appreciates that the scope of the content is wide yet in-depth enough for her reflection. 1. The tutors are not solely offering theory to teachers, but also the latest information in this field. What's most important is the frontline experience from the tutors and how the participants are exposed to the application and utility of these strategies. Besides, YY is also pleased with the small class teaching which accommodates about 12 students. Such setting allows very in-depth and focused discussion in the class and as well arouses the participants' learning interest, their attention and cultivates the interaction in class. Simply speaking, she is greatly influenced by the passion and enthusiasm the tutors display.</p>	<p><i>2.1. The perceived strength on the theoretical component of the SEN training program</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>substitute teacher system.</p> <p>2. YY outlines two problems in the course: overlapping and mapping. It then becomes an issue that if overlapping happens in the same course or different courses provided by the same service provider or different provider. There should be a central monitoring mechanism to avoid different degrees of overlapping of a range of SEN courses.</p> <p>3. Some participants like YY are having similar opinion on the time duration of the SEN course and they basically agree that short course lasting one afternoon or day is too rushed.</p> <p>4. Many teachers like YY conceptually agree with the Government's idea of inclusive education. However, they tend to be reserved towards the sincerity of the Government's support. In fact, they think that there is a good start with the ideology but a bad end with the public examination system, which is actually eliminating school mainly dealing with students with SEN. Herein, YY is deeply concerned about the survival of low-banding schools. In deeper thought, she is doubtful upon the Government IE practice. I assume that some teachers like YY are pessimistic about the ultimate outcomes of this IE practice. They might even believe that what they have done will end up with the failures of the public examinations. Such paradox causes profound impact on how teachers interpret the existing IE practice and might outweigh the impact from the SEN training.</p> <p>5. YY points out that knowledge from pedagogical and clinical perspectives is crucial in helping her understand SEN in greater depth. She believes that a balanced yet insightful SEN course can even help not only an individual teacher, but also a whole team of teachers. As aforesaid, it then becomes an issue on how to help participants share their newly learnt knowledge with their colleagues. Besides, YY repeatedly mentioned the collaboration among colleagues for IE is a crux.</p>	<p>Additionally, when comparing with external skills which emphasize positive reinforcement and awarding, she much prefers the internal skills which signify the importance of listening, showing the students concern and care as well as strengthening the mutual communication. Furthermore, she also realises that the component including the introduction, law, paradigm shifts and instructional strategies for the SEN are all important on the account of fact that all of these elements are interrelated and associated to the authentic teaching experience for SEN. Nonetheless, she hopes that she can be taught how she can transfer the knowledge to her colleagues and school heads while she repeatedly mentions the significance of exposing different layers of staff to the training of SEN since it helps avoid misunderstanding and ambiguity.</p> <p>Meanwhile, YY is very excited and satisfied with the current course structure. What might be improved is to refrain overlapping of the course. 2. She finds that some features such as definition, cause and assessment of ASD and ADHD are repeated in Advanced and Thematic Courses. Therefore, she points out that the mapping of the Basic, Advanced and Thematic course should be carefully structured and shaped so that they all carry various features and levelling while basic informs the most fundamental knowledge about SEN, Advanced informs how the whole class can be catered in terms of curriculum adaptations and classroom management plus Thematic course informs individual case study and tier three (IEP) support.</p> <p>In general, YY thinks that the course has highly fulfilled her expectation. Apart from the course structure, 3. YY has highlighted the advantage of having a one-month block system (substitute teacher) training rather than one day/week workshop. She addresses that training which is too short or organized in school hours might further burden teachers and lessen their motivation to adopt the instructional strategies because they are too exhausted. In some ways, the short-term course might pose adverse effect on the SEN course.</p> <p>In YY's perception, inclusive education implies inclusion of different ability / competence which is based on acceptance of diversity and non-segregation of people having disability. As educators, she considers including students with SEN in both society and school as the fundamental responsibility while isolating them is neither ethical nor unacceptable. Basically, 4. she agrees with the Government's notion of inclusive education but she is very doubtful about the space and flexibility given by Government. On one hand, it legitimizes various measures in ensuring the implementation of inclusive education in terms of curriculum adjustments and adaptations. On the other hand, it "eliminates" low-banding schools because seldom is it favoured by parents or mainstream students. The more effective in catering learning diversity the school is, the easier will the school lose its survival chance no matter how much effort they have spent in helping students with SEN. Such dilemma encourages regular schools to abandon SEN teachers because they will only be burden in bettering the public exam results. YY mentions that the Government seems to have forgotten the schools which cater most SEN students are low-banding schools. Nonetheless, at root the Government is just looking upon the students' academic results and regards them as the indicators appraising school performances, rather than appreciating the efforts committed by low-banding schools. Such situation is even worsened when the HK birth rate is declining readily in this decade and so is the student intake for low-banding schools. If the government keeps the same surficial IE practice, the space for the low-banding schools which cater most SEN students will shrink and that signposts the ultimate failure of IE practice. In order to resolve this dilemma, YY thinks that the Government should act as a role model and shows their respect and real recognition of the regular (not including the special school) schools which mainly take care of students with SEN. For example, the adoption of small class teaching and sustainable training for all teachers.</p>	<p><i>2.2. The perceived weakness on the theoretical component of the SEN training program</i></p> <p><i>2.1. The perceived strength on the theoretical component of the SEN training program</i></p> <p><i>2.3. How the theoretical component of the training is related to teachers' conceptualization of IE</i></p> <p><i>2.4. How the</i></p>
---	--	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>Additionally, how the IE can be extended to family and off-campus setting is equally important as well, which implies students in school, society and family should be catered so that they are fully immersed into the IE practice.</p> <p>6. There is a debate over the time duration of a lesson for students with SEN. Some argue that shorter lesson can alleviate the short attention span from students with ADHD/ASD. However, some like YY consider that with more thoughtful planning and adaptation of appropriate instructional strategies, longer lessons on the contrary might help engage SEN students more.</p> <p>7. YY attributed inadequate training to the poor collaboration among the colleagues. In some extent, YY implies that there is no need to teach participants how to collaborate with others but it will happen naturally if more teachers receive the training which reinforce teacher determination in improving IE.</p> <p>8. On top of the arrangement of school visit, YY has a deeper thought on how the teachers can be sustainably supported by those visited schools. It is worth noticing that YY is actually suggesting a mentor school in addition to the special school visit, which considers those visited schools as resources. In a wider scope, a network consisting of participants' schools and those visited schools is invaluable in the sense that the participant can always refer to the successful practices.</p>	<p>Regarding how the theory part informs YY's teaching, 5. she figures out that she has learnt a lot of skills to help ASD/ADHD students to decode other people's thoughts with the social stories and executive functions. She also learnt to perceive the students with SEN from the perspectives of medicine and clinical psychology. Despite the significance of the application of these strategies, YY worries that time is yet a restraint since the planning and the adaptations might be quite time-consuming. YY in addition highlights that the course content should also include how teachers can transfer and demonstrate the essential knowledge and skills to social workers and parents such that the diversity catering can be extended to family and off-campus setting. Upon such prerequisite, more teachers should be exposed to SEN teaching so that they can actively influence others in the school, which is particularly important to whole school approach that put emphasis on sharing similar beliefs and measures in handling students with SEN.</p> <p>6. For the maximum benefits of the students with SEN, YY also suggested prolonging the lesson duration and cutting down the amounts of lessons. Such measure might allow breaks and pauses for students to refresh themselves and digest taught ideas in lesson. YY at this point addresses such measure might arouse the grievance of some other teachers who are used to teacher-centred approach and focusing on complying with the scheme of work. In short, whether or not the lesson should be extended really depends on what perspectives teachers behold.</p> <p>7. YY moreover states the importance of collaboration between teachers in the implementation of IE in which she believes that cohesive collaboration in school is effective in avoiding misconception and misunderstanding. Nonetheless, owing to the severe inadequacy of training majority of teachers yet lack fundamental understanding of SEN, resulting in poor collaboration among her colleagues.</p> <p>Last but not least, YY appreciates the arrangement of school visit during the study. She realizes that the schools visits can enable the participants to learn more successful practice, make comparison with their own schools as well as reinforce their courage to implement school based IE practice with reference to the success of these featuring schools. 8. To maximize the effectiveness of school visits, YY suggested inviting the special school teachers to go to the participants' regular schools to comment on their IE practice and provide them with interventions and feedback.</p>	<p><i>theoretical component of the training informs teachers' IE school-based practices</i></p> <p><i>2.4. How the theoretical component of the training informs teachers' IE school-based practices</i></p> <p><i>2.5. How the theoretical component informs the teacher's collaboration skills</i></p> <p><i>2.6. Teachers' perception upon the arrangement of school visits</i></p>
Initial noting	Interview summary	Emergent themes
<p>1. YY pointed out that the lesson in HK focus a lot on discipline control even in her classroom. Will the teachers' principles in managing discipline become a variable influencing a teacher's conceptualization of IE?</p> <p>2. YY emphasizes that it is utterly important to understand the students' needs and provide them with prompt encouragement whenever appropriate, which can strengthen their confidence. Such opinion might also be applied to this</p>	<p>When being asked to describe the portrait, YY figures out that the man in the picture is conducting a lesson in which the sitting plan is quite special that students are sitting side by side instead of rows. She thinks that the students' gestures and facial expressions show they are not very attentive. However, apart from the sitting plan and students' irregularity the lesson is not indifferent from the ones 1. she normally delivers except that the classrooms in HK emphasizes discipline control instead of randomness.</p> <p>Concerning the practicum, YY indicates that it comes to her first priority to know the students' profile before planning any instructional strategy since she realises that 2. establishing good relationship with students is the most prevalent step to understand the cause of their learning difficulties and misbehavior. During the practicum, she finds that most students</p>	<p><i>3.1. How teachers evaluate their own teaching practices</i></p> <p><i>3.2. How teachers evaluate their preparation</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>training that if teachers feel that their learning needs are addressed with positive comments. In some extent, their self-efficacy could be enhanced.</p> <p>3. The inadequate time for practicum preparation has been repeatedly mentioned in the second round of interview. Teachers have directly related their teaching performance to the preparation time. Therefore, on top of the Bandura's four models of self-efficacy, being given sufficient time to complete a task can be a variable associated with self-efficacy.</p> <p>4. YY is pleased with her mastery experience rendered in the practicum, which leads to certain reinforcements on her self-efficacy. However, it is worth-noticing that even YY did not encounter any failing experience, the possible uncertainty anticipated might influence her self-efficacy as well.</p> <p>5. In the preview interview, YY talked about the importance of collegial collaboration skills in school. Now she supplements that co-teaching sessions could effectively enhance the collaboration. In terms of the Bandura's four models, collaboration is substantially related to an individual mastery experience, vicarious experience (how s/he observes others' performance and social persuasion (the response from others). Upon such prerequisite, the SEN training should focus more on how to strengthen teachers' collaboration skills so that their self-efficacy can be furthered within these three sources.</p> <p>6. YY has no doubt on the positive reinforcement of the self-efficacy from social persuasion. However, the quality of the comments matters. In other words, vague or two simple praises without reasoning might result in negative impact on self-efficacy.</p> <p>7. YY thinks that the happiness retained in the practicum can be the supplement to her self-efficacy whenever she encounters downs in the future. Whereas, her anxiety mainly</p>	<p>with SEN are unwilling to try learning mainly because of their too many failing experiences and misunderstanding from teachers. She describes students' misbehavior as the ice-tip while the cause as iceberg, which is uneasy for teachers to discern at the first contact. Therefore, it becomes significant for teachers to explore their students' various potentiality and help them overcome their learning barriers so as to raise their confidence. After the practicum YY has strengthened her belief that with more encouragement and recognition students with SEN would finally break through their obstacles and achieve in their own ways. In short, YY regards the practicum as the most crucial component in the thematic course. She appreciates the chance to plot, attempt, testify and evaluate the instructional strategies targeted at helping those with ASD and ADHD decode their and others' thinking with social stories and executive functions. 3. Whereas, YY points out that the four preparation sessions should be arranged precisely prior to the practicum so that they can have more spare time and flexibility to adjust their teaching content with reference to the first contact with the students during the practicum.</p> <p>When discussing her mastery experience during the practicum, YY is highly affirmative towards the successful practice she accomplished. What impresses YY most is that she is able to demolish an ASD student's resistance and reestablish his confidence to retrieve his own learning. YY attributes her success to her openness to initiate communication with the student and no preassumption on his ability. 4. Tentatively, she has not encountered any failing experiences but she is a bit worried if the student they catered would continue to apply what he was taught in his everyday life. After all, YY has learnt to be more accepting and understanding after the practicum.</p> <p>At the mention of the vicarious experience, YY reported that she observed a range of successful practices from other colleagues and tutors 5. in which collaboration skill has been noticed most because of the very special setting (four teachers instructing one student). YY manifests the essence of collaboration skills owing to the fact that one single teacher cannot at root achieve much without the help from others but suffer huge anxiety and pressure. She hence suggested arranging more co-teaching sessions which resemble the setting in the practicum in her own school. She believes that more co-teaching session can help alleviate teachers' anxiety and provide more space as well as flexibility to resolve contingency. In short, co-teaching sessions could effectively enhance an individual's vicarious experience.</p> <p>Regarding the social persuasion, YY said during the practicum she had received a lot of promising feedback from her tutors and classmates, 6. which encourage her to move forward towards the betterment of her own SEN teaching. She realises that teachers are no different from students. They as well need positive recognition and encouragement to nurture their confidence and courage. In this regard, YY supplements that the feedback should be made more constructive, concrete and descriptive so that they are allowed to reflect their own teaching at most.</p> <p>When being asked to describe the physiological feedback, YY said that she was happy with the changes the students had made during practicum and she addressed that such happiness will persist in her future teaching since such happy memory 7. is very encouraging and she can always recalls it when in despair or disappointment. At this point, she stated that she will also encourage other colleagues to attempt new strategies with her happiness and satisfaction obtained in practicum. On the other hand, YY did encounter certain anxiety before commencing the practicum because not much did she know about the student, including his profile and behavioural issues, which poses uncertainty on her try-out teaching. She points out that the only solution to resolve her anxiety is to take the initiatives to build up relationship and mutual trust with the student. She figures out that such anxiety might persist until she is back to school but as a SENco she thinks she is</p>	<p><i>sessions prior to their try-out teaching during the practicum</i></p> <p><i>3.3. How teachers' mastery experience is related to the practicum</i></p> <p><i>3.4. How teachers' vicarious experience is related to the practicum</i></p> <p><i>3.5. How teachers' received social persuasion is linked to the practicum</i></p> <p><i>3.6. How teachers' physiological feedback is linked to the practicum</i></p>
--	--	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>comes from unfamiliarity with the selected student for practicum, which can be diminished if more information is to be provided for participants prior to the course work. In a wider scope, in school practices teachers might foster more self-efficacy in catering learning diversity if they are sufficiently exposed to the profiles and reports of those SEN students. Herein, the transparency of the information and the information transfer within the school communication system becomes crucial.</p> <p>8. In addition to Bandura's four models, YY also figures out that beliefs and values are crucial factors influencing teachers' self-efficacy, which arises an issue about the training : how can the existing SEN training program strengthen a teacher's belief in carrying out the inclusive practice in their own schools? Besides, YY points out that the collaboration between teachers and social workers is crucial, which differs from the focus embedded in the current training that emphasizes on teachers' collaboration. Hence, we can consider widening such scope by extending the dimension of collaboration to more non-teaching staff in school or even outside school so that a more structural yet complete collaboration "circle" can be established.</p> <p>9. According to YY, the assessment of the practicum does not really matter to her because the grade she will obtain will not possibly affect her career path in her school. We might assume that the existing assessment can be replaced by solely written and verbal feedback in the post lesson observation meeting, which might lead to an even more promising outcome. Moreover, YY also added that such comment sessions can be extended to their school after the course completion, which assumingly can continue to breed their self-efficacy. In certain extent, from the perspective of the participants the assessment of their mastery experience might not be as important as the social persuasion given by the tutors.</p>	<p>capable to manage this as time is comparatively more. With patience and perseverance she is confident to overcome her anxiety. Nonetheless, the anxiety from parents is becoming more serious which YY complements that is uneasy to handle.</p> <p>After being exposed to the Bandura's (1977) concept upon self-efficacy, YY mentioned that she is convinced that the four models embedded in the practicum are effective in nourishing teachers' self-efficacy. Except these four components, 8. YY indicates that the teachers' own belief and values place underpinnings on their self-efficacy which could be nurtured and reassured with success mastery experience. In general, YY is very supportive about the practicum arrangement. Unlike other try-out teaching (such as Attachment in Advanced Course) emphasizing pedagogy, practicum in thematic course informs much more on individual counselling skill which is crucial to teachers and even more applicable to social workers. She believes that the collaboration between social workers and teachers is way important in catering students with SEN both mentally and academically.</p> <p>Last but not least, YY supplements that she does not really care about the grades attained in the course but 9. she is concerned more about the feedback given by her classmates and tutors. In certain extent, she disagrees with the grading approach for the practicum because a Fail grade should severely bring grievance and frustration to teacher participants. Thus, she expects tutors to facilitate post-lesson observation meeting more frequently to arouse verbal feedback in the meeting. For sustainability of the practicum, she recommended that tutors should visit the participants' school after course completion and provide continuous feedback, assistance and resources to aid their IE practices in school-based contexts. She reckons such measure can effectively alleviate teachers' anxiety encountered in school. However, she emphasizes such tutor visits should be supportive rather than rigorous as if the Education Bureau scrutinizes their performances during the qualification assurance inspection.</p>	<p><i>3.7. The additional component perceived which influences teachers' self-efficacy during practicum</i></p> <p><i>3.8. How teachers perceive the assessment mechanism during the practicum</i></p>
Initial noting	Interview summary	Emergent themes
<p>1. YY has expressed very unique ideas about the certification of the SEN training. First, it is bound with the allowances</p>	<p>YY before the commencement of the interview described her life after the training as packed and busy because not only is she assigned to manage the SEN team but also the subject panel matters and class teacher duties, which have fully</p>	<p>4.1 How teachers perceive the</p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>permitted to school, which means even though there is no certification, pressure will be posed on teachers to receive training. At this point, whether or not the teachers will receive certification or be willing to attend the training is at root unimportant. Besides, the attainment⁵ of the certification does not reflect the actual effectiveness of the training programs because it does not indicate the teachers' willingness to deliver inclusive practice in school. Interestingly, YY favours the strict policy from the government because she feels that her schools are not encouraging towards releasing teachers for training. In other words, there is a general teachers' perception that their school heads/administers are very dilemmatic upon sending teachers for training which possesses long duration.</p> <p>2. As aforementioned, an SEN training program possessing good quality affects not merely the SEN instructional strategies teachers adopt, but also their motivation to "transform" their schools even though they are not administers in charge of school-based curriculum.</p> <p>3. It is worth noticing that YY hoping to extend the timeline of training is actually responding to the first point which she is unsatisfied with the negligence of teachers' concern and feeling upon the current SEN training program arrangement. At root. It is understandable that teachers expect their training programs to be teacher-based rather than bureau-based.</p> <p>4. YY has repeatedly mentioned identification and screening, which reflects that some teachers such as YY are possessing low confidence about the accuracy of the SEN students screening. Again this is quite understandable that somehow the most "problematic" students are not actually those with SEN. Quite occasionally it is considerably complicated to "diagnose" students with SEN since some of them could</p>	<p>occupied her post-training period.</p> <p>When discussing the significance of the certification, 1. YY points out that to her the certification is not as important as what she has acquired in the training. What the certification is responding is to fulfil the recognition from the Education Bureau and perhaps the promotion requirements. YY additionally mentions that upon the new subsidy scheme if schools fail to fulfil the threshold training hours for teachers, they are ineligible to receive the funding and subsidies for the inclusive practices in school, which poses heavy pressure on schools to release teachers on study leave to receive the SEN training. YY indicates that an alternative way is to redeem the training received in the degree or master degree courses as proof shown to the Education Bureau. Nonetheless, YY points out that the attainment of certification is not equivalent to teachers' sustainable willingness to implement their SEN practices in schools. In short, the certification does not guarantee mandatory efforts and commitments from the teacher participants.</p> <p>YY tends to be neutral if the certification is absent in the SEN training program as long as her school is willing to release teachers for training. Whereas, with the strict requirement from the Education upon the certification there is higher likelihood for schools to release their teachers on study leave.</p> <p>Regarding the most relevant aspect in the SEN training, 2. YY highlights the prevalence of the instructional strategies and visual aids specified for the ASD students, which are imprinted in her brain even though she is not yet available to apply all of the techniques owing to the packed pre-examination period. At root, what she has learnt could benefit her students based on her autonomy. She said she would not hesitate to attempt the newly learnt strategies on the SEN students when her time schedule is allowed and she will persuade her school heads on raising more changes in her school curriculum so that more scaffolding can be embodied in the curriculum adaptations.</p> <p>Again when being asked to evaluate the Thematic course, YY has very similar comments on the strength, which emphasizes the frontline experience sharing and the networking which allows exchange and circulations of teaching resources. Based on such prevalence, YY learnt to be more "diagnostic" towards students with SEN and became more confident in screening them. Nevertheless, YY raised some new opinions on the inadequacy of the program. She points out that at present the SEN training programs are too intensive which is unlikely to allow teachers to digest and assimilate what they are exposed to. For example, currently the Education Bureau has restricted all SENco to enroll the three courses (Basic, Advanced & Thematic) within a year as the standard requirement for the promotion, which YY realises is neither realistic nor considerate. 3. In fact, she favours the idea of extending the timeline for the SEN training from one year to five years in order to create more flexibility and space for teachers to assimilate their newly learnt knowledge. Quite contrary to her original comment in interview two, she now is fine with the overlapping and regards it as refreshing before being introduced to some new concepts because she now knows that there are always changes in the SEN pedagogies and concepts.</p> <p>When discussing the confidence and competencies to teach students with SEN after the training, she is glad to mention that she has become more confident in screening students with SEN, particularly those with ASD. She attributes the newly learnt identification methods to her growth of her confidence and competencies as a matter of fact that she does attempt the identification and interventions learnt in the course. 4. Basically, she realises that her "diagnosis" is now much accurate than before she received the training.</p>	<p>certification after the SEN training (1&2)</p> <p>4.2 The relevance and applicability of the SEN training (3&11)</p> <p>4.3 The comprehensive evaluation of the SEN training content (4,7,8,9)</p> <p>4.4 The change of the self-efficacy level after the SEN training (5,6)</p> <p>4.3 The comprehensive evaluation of the SEN training</p>
--	--	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>behave indifferently as mainstream students. Besides, some teachers feel that they are not like specialists such as EP or CP who possess professional knowledge and skills in screening students with SEN.</p> <p>5. It is undoubted that the teachers will claim to have better self-efficacy after having received the training. However, it is insightful to see how such boost of self-efficacy can shape a teacher. We find that teachers with better self-efficacy has not only higher motivation to improve themselves, but an internalization of extending herself/himself to a bigger networking which is linked by collaboration bonded among colleagues in school. Simply speaking, the flourish of self-efficacy can be regarded as a drive to improve a teacher's effectiveness from an individual level to the society level.</p> <p>6. This time YY has expressed similar concern as Cat that there should be betterment in lessening tutors' instruction time. A topic hence has arisen on the proportion of tutors' lectures and teacher participants' presentation.</p> <p>7. It is interesting to find that the teacher is not solely concerned about the teaching content, but also the delivery mode as well as the post-training support. Similar to the multi-sensory SEN strategies, teachers now prefer videoed lessons, book dissemination and even active engagement to presentation (tactile), which reflects certain consistency between how they are supposed to teach and how they expect to be taught. Paradoxically, YY mentioned that there is an urge to send teachers for training due to the rising need in catering learning diversity. This notion is conceptually paradoxical to her suggestions on the extension of training timeline. Whereas, in deeper thought, even the teachers know they are sandwiched by the urge of training and also the pressure of training simultaneously.</p> <p>8. In some teachers' conceptualization of inclusive education,</p>	<p>Following the above question, we talked about if there is any change on the self-efficacy level after the training. YY points out that her self-efficacy is significantly fostered. Upon such promising result, YY is more eager to understand her students' background and even their families'. 5. Compared with the past, she is more able to seek support and resources from different specialists and personnel in school or other organisations so as to build up a more comprehensive support network which has better effectiveness in assisting SEN students. She at this point addresses that better understanding of both students' and parents' background can prevent or minimise the misconception on students' irregularities derived from their SEN symptoms. YY also repeated that the small class teaching (although arranged coincidentally) is effective in initiating in-depth discussion, resulting in insightful and meaningful sharing of both tutors' and students' frontline experience. She additionally figures out that sex education for ASD students is salient to her as well since she is able to comprehend the worldwide practices in offering sex education to students with SEN, which is rarely covered in most of the SEN training programs in HK.</p> <p>When asked to reevaluate the strength and the weakness of the Thematic course, YY expressed very similar comments reflected in interview two that practicum is yet the most prominent constituent which lets the participants utilize the instructional strategies and enables them to attain a better understanding of the SEN students' learning difficulties by means of the first-hand experience. Nonetheless, in addition to the overlapping of the ASD definitions and identification in various tutors' handouts, 6. YY raises a new suggestion. She suggested that the tutors can in fact shorten the briefing time for the course and practicum because they are explicitly stated in the course pamphlets, which could be read by the participants themselves in order to save time.</p> <p>Concerning the governing disciplines for establishing SEN training programs, YY puts emphasis on the importance of 7. exposing teachers to the types of SEN and their learning difficulties so as to arouse their empathy towards students possessing learning diversities. She hopes that all the participants can put themselves into the shoes of the SEN students. YY also points out the importance of developing networking backing up teachers who have finished their SEN training programs. Upon the teaching content, YY thinks that the current SEN topics should consist of the case studies, book sharing and even videoed interviews with SEN students and their parents because it helps teacher participants comprehend their difficulties more thoroughly. YY also addresses the urge to set higher attainment rate of completion of SEN training programs in which she realises that the current requirement (15-20 % Basic, 6-9 teachers Advanced or Thematic) is unable to satisfy the arising needs for the whole school approach on inclusive education. At this point, YY states that probably 50% of teachers should have accomplished the SEN training with these five years. Apart from in-service training, YY also raises her concern upon the pre-service teacher training in which SEN should not be considered as an elective, but a compulsory core subject with several credits awarded.</p> <p>At the mention of the most important area of the SEN teacher training, YY comments on the instructional strategies and curriculum adaptations as yet the most prevalent components because they inform teachers about the whole class interventions. 8. Whereas, above all both time and space should be placed at first priority. YY as aforementioned in interview two claimed that the individual counselling should be shifted to social workers and school-based educational psychologists. With the cross-collaboration with social workers and teachers, all SEN students would be catered both</p>	<p>content (4,7,8,9)</p> <p>4.5 The perceived governing principles for establishing the SEN training (10)</p> <p>4.2 The relevance and applicability of the SEN training (3&11)</p>
---	--	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

what is placed at the first priority is not the attainment of SEN instructional strategies, but the collaboration among different layers of staff in school, which prevails all terminologies and other subject matters.	individually (tier 3) and collaboratively (tier 1 & 2). Undoubtedly, the crux of the above elements lies on the cultivation of mutual trust and relationship building.	
Initial noting	Interview summary	Emergent themes
<p>Perhaps I myself quite appreciate YY and therefore I wouldn't have imagined such a disappointing lesson. There was interaction, no learning tasks or obvious SEN instructional strategies except a ppt which was taken from other colleagues. However, the fonts in the ppt were too small that even me sitting at the back cannot see it quite clearly.</p> <p>I have higher expectation om YY because she is a SENco and all along she demonstrated her passion and enthusiasm in teaching students with SEN. If this is a lesson to be observed by her team mates, I don't think it'd be a good example in showing what she has learnt during the course.</p> <p>I wouldn't have been surprised if YY had given 7 for before the training because she was my student attending the Advanced course last year. In my opinion, she herself should be an expert in the SEN field so it is very difficult to make her feel that she has learnt a lot from the learning which aims at helping all regular teachers. We may tell by looking at what she suggested about the room for improvement: more individual counseling and training from psychopathology perspectives. In this sense. YY has wanted to be or hoped to be a specialist like educational psychologists. I am deeply convinced that there be some course exclusively designed for SENco.</p> <p>To me, what YY needs to apply is not the extension of her own pedagogical skills in catering learning diversity of SEN students, but the various skills in administering the jobs as a SENco. As aforementioned, she herself should be quite</p>	<p><u>Lesson observation (Grade 6, Chinese)</u></p> <p>Today is the beginning of the new semester. Therefore, the first lesson YY delivered today is an orientation which exposes students to a new book to be used in January. She first introduced a short passage to her students with a powerpoint highlighting various features and later on she asked the students to work out a cartoon thread based on the endings of the first chapter. As observed, this is a small class with 19 students in which most of them are dyslexics or possess ASD symptoms. The content and the difficulty of the passages is much easier than the mainstream grade 6 ones.</p> <p>When discussing the teaching performance in the observed lesson, YY gave 7 for herself. She realized that in this lesson her students are willing to comply with the teachers' instructions and therefore the lesson objectives have been fulfilled. She explained that it is difficult to arouse students' learning interest in the first lesson of the second semester. Nonetheless, she feels that this lesson could be bettered with enlargements of the font sizes. She upon this issue added that she knew this should be done but she was unavailable to do so because she just finished the field trip with her students.</p> <p>In the evaluation of the SEN training she received, she gave 7 out of 10 before receiving the SEN training and 8 for that right after the SEN training, two weeks after the SEN training and two months after the training. She explained that before she took the Advanced Course, she would give 6 and after the course 7. When she started her Thematic Course, she indicated that her overall perception has risen to 8. She has such weighing because unlike the very green teachers she herself has been quite experienced in SEN practices so the training will not scaffold her understanding from zero. She believes that giving 10 marks is quite unrealistic but 9 could be possible if more individual counselling to the teacher participants could be provided. On the other hand, she prefers having more tutorials from a psychopathology perspectives in which she wants to be exposed to more experimental case studies shared by clinical psychologists and non-teaching specialists so that she could have a more comprehensive picture of the interventions for SEN students. In short, she wants to deepen her understanding upon SEN students' needs. She adds that such elements should be inserted to replace the existing overlapping of the content of various units.</p> <p>At the mention of the application of what was learnt, she believes that conceptually she has learnt to be more aware of the SEN features and their interventions in which relationship building is crucial in developing mutual trust among teachers and students. She is also more considerate of what SEN students literally need. In addition, she is more eager to share the SEN cases with the social workers and educational psychologists for better collaboration. Practically, YY has used visual aids/prompts more frequently so as to attract the SEN students' attention. Simultaneously, she has learnt to pose the</p>	

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>experienced in helping students with SEN but now what is most important is how she could help other teachers to perform as well as she does in classrooms.</p> <p>Quite similar to Ms Chan, the evaluation for self-efficacy is quite different from inside and outside the classroom. However, her last comments about being a SENco is different from a teacher triggers me to think I should have asked her about the self-efficacy of handling inclusive practices in school.</p> <p>YY last comment on the self-efficacy has once again ignited me to think about the time allocation between pedagogies and specialists sessions to be inserted in a SEN training course.</p> <p>It is quite interesting to hear that the acceptance level would not only persist but actually increase even after a long period of time of completion. We can deduce that in some extent the acceptance level is correlated to the attitudes and beliefs instead of the course content.</p> <p>Throughout the five interviews I have had with YY, “attitude” is a word which frequently appears in her manuscript. We can conclude that to some of the teachers attitude rules everything. It might originate from their religion beliefs or their characters. Nonetheless, attitude can be subject to the global context, such as assessment, market-driven education system.</p>	<p>same expectations (which she seldom did in the past) on both the SEN and mainstream students and paid more endeavours in adapting the existing curriculum. Most importantly, she will now keep track on the students’ homework as traces to see how their learning progress goes.</p> <p>When discussed the change of the self-efficacy level throughout the four states, it is defined in two different context: inside the classroom and outside the classroom. For that outside the classroom, she gave 6 for before receiving the SEN training and 7 for right after the SEN training, two weeks after the training and two months after the training. For inside the classroom, she gave 7 for before receiving the SEN training and 8 for right after the SEN training, two weeks after the training and two months after the training. What makes such a difference is that she reckons that the uncertainty and the ambiguity derived from the contingency as well as the time constraint might hinder her self-efficacy in handling SEN behavioural issues. However, it might be much better if she is to deal with the students she is familiar with in her own classroom. She therefore elicited that her self-efficacy varies from whether she is a teacher in the classroom or a SENco who has to tackle SEN cases in urgency.</p> <p>Comparing with her first lesson, she is deeply convinced that there is a significant augmentation of her self-efficacy. She attributes the more understanding and experiences accumulated throughout these 18 years of teaching to such growth of self-efficacy. She believes that by having more exposure to SEN students and seeking the professional advice from the specialists, teachers would ultimately gain their self-efficacy in catering learning diversity in an effective and efficient way although the process is going to be time-worn.</p> <p>Upon the discussion of the acceptance towards students with SEN, Ms Chan gave 7 for before receiving the SEN training, 8 for right after the SEN training and two weeks after the training plus 9 for two months after the training. She explained that her acceptance persists and even rises after the training since she realizes that the longer and more she encounters students with SEN, the more acceptance about their difficulties she would gain. She also adds that attitude or value a teacher beholds is more influential than the content of the SEN teacher education program in affecting the teachers’ acceptance towards students with SEN.</p> <p>In the discussion of the way to change the interaction with the students with SEN, YY figures out that she is always eager and willing to changer her interaction style but she addresses that receiving more updates, latest information is essential, especially to those who are reluctant to accept new changes whom YY believes would be unable to cater students with learning diversity. She adds that the willingness to change is irrelevant to the teaching experiences in which she points out that some new generation teachers are aggressive to perform their discipline control and their teaching performances with high students’ academic results, leading to their encounter of frustrations. She figures out that even now some new teachers are mentored by senior ones. The mentors will usually focus on pedagogical issues rather than attitudes or values, which most teachers lack. She blames such inadequacy on the global market-driven culture in which teachers are required to show their “figures and statistics” like marketing or commercial industry. Therefore, few teachers care the real T-S interactions, which by nature cannot be quantified as examination scores or assessment indicators. Upon this</p>	
--	---	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>I think I would need more details on how YY reflects her school-based inclusive practices, which is an unmissable block to see how she sees herself as a SENco and how is such related to the research question.</p> <p>In the discussion part, I might add that the future development of this study is to look into how SENco perceives the existing SEN training program since meanwhile there is no exclusive training for SENco. Throughout the interviews with YY I could see the pressure of being placed between seniors who very often underestimate the hardship of inclusive practices and frontline teachers who might be blinded by various guidelines given on inclusive practices.</p>	<p>assumption, YY argues that some teachers in particular the younger ones are much eager to teach the high achievers in school so as to establish good grades and reputation.</p> <p>In the last question about how the course could change her reflection on her own teaching, YY said that she is indeed inspired to ponder and rethink about her existing SEN practices as a teacher or a SENco. She realizes that such kind of SEN training program is more beneficial to young teachers or those teachers who are unaccepting of students with SEN.</p> <p>After the interview, YY made certain supplements. First, she indicated that she always felt helpless in working out the inclusive practices in school because she was very often packed by her tight schedule and bounded by different restrictions such as time constraints and availability. She adds that even though there are substitutions of her lessons she yet needs more time to digest the inclusive practices, policies and very often deal with ad-hoc assignments. In short, YY feels that she is sandwiched by her seniors and her subordinates. Nevertheless, she realizes that an earlier planning of budget and manpower allocation might help her clarify the unknown and most importantly see through the overall picture more comprehensively. As a SENco, she at last emphasized the importance of persuading other teachers to accept the rationale behind inclusive practices and change their own attitudes.</p>	
--	--	--

Chan

Initial noting	Interview summary	Emergent themes
<p>1. Unlike YY and Suen, Ms Chan's unhappy experience in certain level hinders her from further developing strategies for students with SEN in higher forms. It seems that her initial failing mastery experience has certain impact on her self-efficacy in teaching students with SEN. This addresses the importance of putting SEN training for pre-service teachers in the perspective of nourishing successful mastery experience before they officially become teachers.</p> <p>2. Unlike YY who utilizes small group teaching and Suen who lowers expectation of students with SEN, Ms Chan realises there is no need to adjust the learning goals which reflects that there is a linkage between a teacher's idea on inclusive education and how s/he caters learning diversity in inclusive class.</p> <p>3. Ms Chan is doubtful about how the current HK examination</p>	<p>Ms Chan has been serving as an English teacher for 9 years. She used to be a teacher of Visual Art, General Study and Bible study till the school has required all teachers to be specialized in one subject. She is devoted to be a teacher due to her happy childhood in primary school and her tutoring experience for primary school student when she was still studying in secondary school. She remembered her most unforgettable lesson happened in her second year of teaching when she was holding a remedial class for senior form students with ADHD and dyslexia. There were 10 boys and 3 girls in the class. At that time, she had never received any SEN training in her undergraduate study. In the lesson she was astonished by some boys screaming and standing on the desk so she broke into tears. Fortunately, some helpful classmates helped her out in that lesson. She also remembered some elder male students with ADHD would embarrass her in the class. 1. Such experiences have caused her certain phobia towards senior form students with behavioral problems.</p> <p>Ms Chan perceived herself as being a creative, flexible and trustworthy teacher who is willingness to listen to suggestions and gains students' trust easily. 1. However, owing to her upsetting experience in the past, she feels that she is less confident in teaching senior form (P3-6). Regarding her guiding principles of teaching, she points out that thinking in students' perspective is utterly important because students' needs should always be prioritized. Fairness is essential as well. When handling students with SEN, Ms Chan highlights the significance of preparation and back-up plans for contingency as well as the use of visual aids to attract students' attention. Keeping students occupied in class is as well a good strategy to instruct students with SEN. She feels that students with the same SEN (e.g. ADHD) vary from forms to forms while she herself feels that she is more adept at handling junior form. Throughout her 8 years of teaching, she has come across with a wide spectrum of SEN including ADHD, dyslexic, ASD and ID but 2. she pointed out that she does not</p>	<p><i>1.1. The role that emotion plays in the teachers' pedagogical approach</i></p> <p><i>1.2. How teachers' guiding principles are correlated to their conceptualization and implementation of IE</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>fits in the rationale of inclusive education, which poses a dilemma to teachers on how students with SEN could repeatedly overcome the frustration caused by the failure in examinations. In another perspective to improve students' performance in examination, teachers should be exposed to tactics which aims at helping students (e.g. dyslexic) with decoding and encoding texts.</p> <p>4. It is worth noticing that Ms Chan attends this SEN training solely because of her pursuit of excellence to her SEN teaching. Apparently, there is a linkage between the teachers' autonomy to attend training and school's openness, which might therefore be a significant factor for teachers willingness to join SEN training.</p> <p>5. It is quite obvious that the participant might be more concerned about the type of SEN they are dealing with instead of the whole spectrum of SEN, which implies that the advanced SEN training should be considerably focused on one to two areas the teachers concern most so more choices should be offered to teacher participants at their discretion.</p> <p>6. Again, Both YY, Suen and Ms Chan claimed that they do not know much about the IE practice and policy in HK. It seems that the general understanding about the HK practice of IE should be a compulsory part in the IE training since without prior knowing of the practice implementing IE practice will be considerably difficult. Additionally, whether or not Confucian is sided with inclusive education is yet questionable</p> <p>7. Unlike YY and Suen, Ms Chan is in alignment with the Government's notion of inclusive education based on the equal socialization and collaboration opportunity. She also appreciates the Government for cultivating better public awareness of SEN. Nonetheless, she did complain about the insufficiency of both funding and teachers' support. One point</p>	<p>have specific teaching goals for students with SEN except somehow she might break down steps in classroom and adapt exercise to address the need of students with dyslexia. These adaptations of curriculum would be tailor-made in the co-planning sessions.</p> <p>The most confident area Ms Chan states is her approachable and welcoming disposition which easily gains her students' trust and dependence. On the contrary, she realized that she is least confident to encourage students with SEN not to give up even they face continuous failures and frustration during examinations since she knows dyslexic students could never fulfil the textual requirement in exam. 3. She therefore is doubtful about whether or not the current public examination system in HK is fair to students with SEN given the examination is rather restricted to text decoding and encoding.</p> <p>Prior to these Thematic course, Ms Chan attended the Basic Course already and she expressed her interest of applying for Advanced Course as well. 4. She points out that it is purely her decision to participate in the SEN training program but not the top-down instruction from school administers. She emphasizes that her school head stays open and flexible to teachers' own autonomy to join any course they desire. She mentioned that she encounters quite an amount of children with SEN no matter inside or outside school which arouses her intellectual curiosity about the causes, features and assistance for such kind of students.</p> <p>Regarding the course content, Ms Chan signifies the even importance of both BESDN and CLN training because the SEN training will become incomplete if the participants are required to opt to one elective. 5. She however addresses that she is not interested in attending the training for Physical Disability because seldom does she encounter student with Physical Disability.</p> <p>6. Ms Chan points out that she does not know much about the current IE practice in HK nor the policy but thanks to the intense promotion from the Education Bureau she is pleased to see that there is raising public awareness on the issue about SEN. However, Confucian which is entrenched in Asian countries might contradict the notion of IE because Confucian manifests obedience and elitism, which is difficult to be achieved by students who have behavioural disorder or severe learning difficulties.</p> <p>7. In general, Ms Chan is quite reserved and neutral towards the notion of inclusive education in HK. On one hand, she agrees with the government that students with SEN should be incorporated into mainstream classes because able students might act as their role models and students with SEN can also benefit from the socialization in the mainstream class without being labelled or discriminated in withdrawal class, which is even more important than assuring a constructive learning atmosphere. As long as they are given some extra support from resources teachers they could also perform as if other mainstream students do. However, practically she finds the IE practice intangible since she first points out that neither the finding nor the teachers support is adequate at this stage. She expects that the funding or subsidy should be eligible for hiring extra teachers and purchasing auxiliary materials. She also complained the time-worn waiting time for</p>	<p><i>1.3. How is the teachers' disposition and understanding of IE influencing the school-based IE practices</i></p> <p><i>1.5. Teachers' intention and motivation to attend the SEN training program</i></p> <p><i>1.4. The perceived learning content of the SEN teaching program</i></p> <p><i>1.7. How the cultural and political context</i></p>
---	---	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>which is different from YY and Suen is that the dilemma between idea of inclusive education and elitism underpinned in current examination system, which might be at root the most fundamental problem SEN teachers are facing apart from teacher training and recourses.</p>	<p>transferral of SEN students to specialists. Moreover, she heavily doubts if the Government is really supporting the IE practice for she does not see any adaptation or transformation of the examination systems which enables students of SEN to accomplish nor is the Government willing to encourage schools or organize campaigns to explore their potentiality instead of academic achievement. In short, she is hesitated because she realises the IE practice in HK is dilemmatic – the government accepts the idea of inclusive classroom but rejects them using the examination system.</p> <p>In the final conversation, Ms Chan mentioned that she is thankful to the school she is serving because it allows her to explore new teaching method and carry changes for improvement. She feels that she can pursue excellence in teaching with passion and enthusiasm there.</p>	<p><i>correlates with inclusive education in HK</i></p>
Initial noting	Interview summary	Emergent themes
<p>1. Similar to YY, Ms Chan also agrees that the pragmatic skills, experience sharing and school visits are significant components but she does emphasize the importance of multi-disciplinary collaboration. Probably the tutors should strengthen the understanding of this area. For example, the funded project in alignment with various NGO or universities or the campaign organized by Government or Education Bureau.</p> <p>2. Both YY and Ms Chan complained the inadequacy of teacher training and attributed it to the poor collaboration. However, are these two variables really associated? Is that a must for teachers who have received Sen training will definitely demonstrate and collaboration skills? Will green teachers who haven't received SEN training yet be willing to collaborate with other colleagues?</p> <p>3. Regarding school visits, Ms Chan argues that careful selection of the site and the context to be observed is as well important.</p>	<p>Ms Chan is very affirmative towards the thematic course. What impresses Ms Chan most is the school visit to a mainstream secondary school which serves students with SEN in which she particular appreciates self-learning center there. With appropriate introduction and certain visual support, she thinks that even the students with SEN are willing to learn independently. After the school visit, she will probably suggest it to her school head. In addition to the school visit, 1. Ms Chan realizes that she has learnt many pragmatic techniques which are all applicable to her current school context, such as social story and theory of mind, although she addresses that these skills must be adjusted to suit the need of the whole class. Moreover, she also appreciates the frontline experience sharing from the tutors for these experiences are invaluable to those who have seldom been exposed to inclusive classrooms. Ms Chan also mentioned that these tutors have provided them with different sources of services and training which the teachers could contact and seek. Herein, Ms Chan highlighted the significance of multi-disciplinary collaboration when implementing inclusive education since such collaboration can effectively enlarge the capacity in maximizing the IE effectiveness with programs and schemes.</p> <p>Nonetheless, the core of the problem about the IE practice in HK is that teachers generally lack or even resist collaboration among colleagues. Ms Chan emphasizes that one to two teachers taking initiatives to carry out inclusive classroom will not succeed unless all teachers in the school are willing to share such belief and practice. 2. She blames such problem on the inadequacy of the specialized training for in-service and especially pre-service teachers since she notices that some green teachers in her school always mistakes behavioural issues of ASD/ ADHD students as general discipline problem, which defers or worsens the proper way to deal with the students with SEN.</p> <p>At the mention of inadequacy of the course, 3. she recalled that the primary school visit is not as relevant as the secondary school one as a matter of fact that the curriculum shared is not very relevant to students with SEN but a general one to most mainstream students. During the visit, she was invited to observe an English lesson for a P.3 class with one third of students having SEN. Ms Chan. She nonetheless commented it as an irrelevant SEN lesson since there were no apparent SEN instructional strategies displayed in the lesson. Besides careful selection of school to be visited, Ms Chan also</p>	<p><i>2.1. The perceived strength on the theoretical component of the SEN training program</i></p> <p><i>2.5. How the theoretical component informs the teacher's collaboration skills</i></p> <p><i>2.2. The perceived weakness on the theoretical component of the</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>4. Both YY and Ms Chan think that the duration of training is a significant factor influencing the course effectiveness. They are concerned about if teachers will be exhausted by the tight-scheduled course.</p> <p>5. Besides, Ms Chan also suggested further dividing the 8 types of SEN into eight specific courses. Ms Chan has such a though because such selection can correspond to the needs of the teachers according to the real situation.</p> <p>6. Again, according to the participants, the quality of training is very influential. An outstanding course can provoke participants to attempt what they have learnt while an unsatisfactory training might refrain participants from trying and even pose adverse effects on their values or beliefs towards IE.</p> <p>7. Having similar idea with YY, Ms Chan in some ways does not believe that IE can flourish owing to the limitation constrained by the examination. Besides, she is doubt of a school performance in IE since inclusive practice seems to be a policy instead of measurable assessment. In this regard, it is technically complicated to see how IE is interpreted and implemented in an expect way.</p>	<p>suggested arranging school visits to special schools which serve exclusively students with ID or severe discipline problems. She believes that such kind of school visit might give teachers more insights on the facilities and measures required for IE practice.</p> <p>Compared with the basic course she attended, 4. Ms Chan indicates that training which lasts a day or even a week is not in-depth enough to expose teachers to a variety of concepts concerning SEN whilst the scope of exposing eight types of SEN in a week is too much to teachers. She suggested standardizing the training to at minimum two weeks or dividing the current basic course into two separate courses. Additionally, 5. Ms Chan recommended separating all these eight types of SEN (ASD, ADHD, SpLD, IE, VI, HI, PD and SLI) into eight individual courses for teachers to choose at their discretion instead of bundling them into a big trunk. When being asked about the most relevant component in the course, Ms Chan points out that the instructional strategies should yet outweigh the other components such as law, paradigm shifts and the clinical perspectives about SEN since as frontline teacher, she feels she concerns most the proper ways to overcome classroom discipline issues and adapt curriculum for students with SEN.</p> <p>6. Despite an irrelevant school visit, Ms Chan is overall satisfied with the course content in which she praised the program as much more fulfilling than her expectation. She shares two evidences. One is that she has taken the autonomy to browse the handouts prior to the lessons, which has never happened since graduation. Another one is that she has dealt with an ASD case in her school with direct reference to a videoed case shown by the tutor. Thanks to the thematic course, Ms Chan has now known more diversified IE practices and how to initiate collaboration with different organizations or universities. In short, Ms Chan's underpinning of a good SEN course should be highly referential, resourceful, provocative and in-depth. She at last states that she will attempt to apply what she has learnt to her school and share successful practice with her colleagues as well as invite them to use these practices in order to experience their effectiveness.</p> <p>In general, Ms Chan agrees with the government notion of IE that inclusive education is not just concerning education but also attitudes of different stakeholders in the society. She figures out that it is crucial to provide SEN students equal chance for learning and success and such ideology should be applied to the whole society. 7. Nevertheless, she anticipates that it is considerably difficult to underpin this concept in all primary and secondary schools and unrealistic to consider it happening in the society since the society is entrenched by assessment and other filtering systems which signifies mainly intelligence. Upon such prerequisite, even though there might be times of success among students with SEN, they are usually not having cognitive learning needs (ASD, ADHD, PD, VI, HI, SLI) whilst students with SpLD or ID are always underprivileged. Nevertheless, Ms Chan disagrees with more legislation or enforcement in monitoring school-based IE practice as it is difficult and subjective to measure a school's commitment or some schools might solely perform some measures in a surficial manner to defend their own grounds.</p>	<p><i>SEN training program & 2.6. Teachers' perception upon the arrangement of school visits</i></p> <p><i>2.2. The perceived weakness on the theoretical component of the SEN training program</i></p> <p><i>2.4. How the theoretical component of the training informs teachers' IE school-based practices</i></p> <p><i>2.3. How the theoretical component of the training is related to teachers' conceptualization of IE</i></p>
Initial noting	Interview summary	Emergent themes

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>1. Even though being exposed to the same picture, Ms Chan has a very diverse opinion on what is happening in the picture. Ms Chan thinks her own lessons will be livelier than what the picture showed. Again the idea of how a teacher conducts a lesson might be a major variable on the conceptualization and implementation of the IE practice. Another worth-noticing observation is that how an individual teaches is not apparently related to how s/he prefers to be taught. Like Ms Chan, she likes interactive teaching approach but she herself opts to choose the independent learning approach. As said by Cat, the delivery mode for teachers in their SEN training is totally subject to teachers' preferences and interests, in which no standardized training mode can fully satisfy all participants.</p> <p>2. Most interviewees mentioned that establishing a good relationship between the selected student in the practicum and the teacher in the first contact is important. I think it is a very constructive suggestion that teachers can first be exposed to a videoed lesson of the selected student so that they can have a prerequisite understanding of how that student behaves in the class.</p> <p>3. According to Ms Chan. Her successful; experience is roused from the instruments and tools which she finds useful to the SEN students. Herein, the grasp of the mastery experience is related to how she feels about her designed/ adapted instruments and tools. In this regard, if there is more exposure to the effective instruments for the students with SEN, the teachers' self-efficacy might be further fostered.</p> <p>4. Ms Chan discovered that her failing experience does not come from the try-out teaching, but the negligence of a set of success criteria justifying their teaching performance. In a wider scope, as the teachers' self-efficacy is defined as the perception upon their ability to perform a task, measurable or</p>	<p>When being exposed to the same portrait as YY's, she described it as a teacher delivering a regular lesson in which students are listening to the instructions quite attentively. The only feature worth-noticing is the sitting plan where students are sitting side-by-side. Comparatively, she indicates that 1. her lesson will be more lively, student-centred and more authentic which she will be walking around to monitor the students' learning progress. However, as a student she figures out that she is not quite used to group discussion because she herself is not quite eager to express herself in group setting. Instead, she enjoys individual presentation or case studies. She at this point addressed that the likeliness for the delivery mode indeed depends on the teachers' characters and personalities. As long as the teaching content is provocative and informative, she would not mind the direct teaching approach and independent learning assisted by flipped classroom which she could browse the materials and handouts before engaged in the group sharing.</p> <p>Prior to the practicum, she feels that it is utterly important to know students in greater depth by directly approaching them rather than merely reading their profiles from their teachers or educational psychologists. Meanwhile, she receives the observation reports from the class teachers and the tutors from the HKIEd remedial class (HKIEd is currently running remedial classes on those schools which entertain practicum for the thematic courses). Somehow she is in doubt about the accuracy of these reports. 2. The reason she realises that direct contact is inevitably crucial is because the participants can adjust their teaching plan with reference to the prerequisite understanding of that student. In short, she thinks that the first contact and the resilience upon the adoption of the SEN instructional strategies is more than necessary to cater the needs for the selected student in practicum. Drawing on such notion, she suggested referring to a videoed lesson of that student before the practicum so that the participants could grasp a better understanding of the student(s) selected.</p> <p>In a wider scope, she perceived the authentic teaching experience (mastery experience) offered during the SEN teacher training is undoubtedly essential since it provides the participants a platform to practice what they acquire and reflect the effectiveness of their teaching. Being asked to describe the successful experience, 3. she claimed that the instruments and tools customized for the student can technically help the student to solve problems within their expectation, which is encouraging. She in this regard mentioned that the students with ASD/ADHD would very often skip some steps when communicating with others and such instruments help these students verbalize their thoughts and express themselves more clearly. After reflection, she learnt that even students in P.6 still rely a lot on visual prompts and aids.</p> <p>On the other hand, she said she and other classmates did encounter certain failure owing to the fact they 4. missed out the success criteria to justify their teaching performance during the practicum. The tutor reminded them without the success criteria they could not evaluate the effectiveness of the try-out teaching so she suggested adding measurable parameters or index, such as percentage, to assess the teaching outcomes. Such failure inspires Ms Chan to be more alert to set simple and achievable learning objectives before actualizing the IEP (Individualised Educational Plan). Simply speaking, she learnt to organize a lesson in a more systematic manner with more convergence on teaching outcomes and</p>	<p><i>3.1. How teachers evaluate their own teaching practices</i></p> <p><i>3.2. How teachers evaluate their preparation sessions prior to their try-out teaching during the practicum</i></p> <p><i>3.3. How teachers' mastery experience is related to the practicum</i></p> <p><i>3.3. How teachers' mastery experience is related to the practicum</i></p>
---	--	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>concrete success criteria is inevitable to let teachers justify how well they are performing a task. Drawing on such notion, the send of accomplishment reviewed by the success criteria is effective in nurturing teachers' efficacy, which should therefore be included in the course content, such as how to establish relevant and measurable indicators for inclusive lesson and IE school-based practices.</p> <p>5. Both YY and Ms Chan put a lot of emphasis on the relationship building in the IE practice in which communication and counselling skills should be added in the course content in view of its prevalence.</p> <p>6. In the discussion upon the social persuasion, YY refers to the quality (depth) of the comments whilst Ms Chan highlighted the diversity of those from the very different background (width). Concrete and diverse feedback offered by tutors and classmates is deemed salient in cultivating teachers' self-efficacy but on the contrary, shallow or narrow feedback might be meaningless. In order to enhance the tutors' or classmates' feedback in terms of width and depth, the course content should be attached with some basic guidance on how to conduct / deliver a feedback session in a structural yet organized way.</p> <p>7. Both YY and Ms Chan stated that the happiness as the physiological feedback is highly encouraging and delightful to their SEN teaching in their own schools, in which they would even recall the happiness to enlighten themselves when their self-efficacy is declining. Concerning the anxiety, YY attributed it to the unfamiliarity because of insufficient information about the student while Ms Chan attributed it to the time restraint and too diverse opinions on the strategies to be utilized for practicum. I think that the time restraint and inadequate exposure to the students with SEN can be resolved with better arrangement so that the negative</p>	<p>her colleagues' consensus before implementation.</p> <p>Concerning the vicarious experience, she reported that she learnt some counselling skills which 5. encourage students to share how they feel. These skills according to Ms Chan are considerably prominent in keeping them motivated and enabling them to acknowledge their problems. In this regard, these counselling skills could foster the relationship establishment and guidance in catering students with SEN through character building. Ms Chan at this point emphasizes that she will be furthering her counselling skills and actively utilizing them whenever possible because she feels that her counselling skills are yet rather immature.</p> <p>When discussing the social persuasion, she was enlightened by various positive praises upon her organizedness given by her supervisor and groupmates, although the praises might probably aim at encouraging her rather than genuinely focus on her strength. 6. Similarly she does appreciate the respect and positiveness shown in the discussion and feedback sessions as a matter of fact that all participants are all from a diverse cultural background and working environment. Nevertheless, she realises that somehow when her groupmates are giving comments during group discussion the ideas will be off track, resulting in distraction and sidetrackedness. As aforesaid, this is the reason why she does not enjoy being in the group discussion.</p> <p>At the mention of physiological feedback, 7. she mentioned that the time with the student during the practicum has brought her a lot of joy since at most of time the student impressed her and her groupmates with extraordinary answers and unexpected maturity, which is entirely different from what she might have expected before the practicum. She thinks that the happiest moment rendered in the practicum will persist as memories even after the course. On the contrary, she mentioned that the anxiety mainly sources from practicum because there are too diverse opinions upon the adoption of the teaching strategies but simultaneously the preparation time for the practicum is too limited. She blamed the course coordinator on improper arrangement of the practicum, which she thinks was unexpected and could be minimised if the practicum can be arranged more properly. Inevitably she will pose negative impression on the course. Another source of the anxiety comes from the workload of her own school during the course in which Ms Chan feels that she cannot actually be released from the school affairs within a month. In this regard, she suggested arranging the first meeting with the student selected for the practicum in the first week of the course so that the teachers can familiarize with the students before the preparation meeting. Such approach helps narrow down the scope of the interventions and also enables teachers to be more attentive to the tutorials since they would be much eager to render the skills exclusive for their practicum.</p> <p>After being exposed to Bandura's four model of self-efficacy, Ms Chan realizes that 8. her time arrangement is another influential factor affecting her self-efficacy since maintaining the equilibrium among work, study and family has given her a headache. In order to enhance the time arrangement, Ms Chan suggested simplifying the assignments from written to verbal format and spreading out the practicum sessions throughout the whole course (once a week) so that the</p>	<p><i>3.4. How teachers' vicarious experience is related to the practicum</i></p> <p><i>3.5. How teachers' received social persuasion is linked to the practicum</i></p> <p><i>3.6. How teachers' physiological feedback is linked to the practicum</i></p> <p><i>3.7. The additional component perceived which influences teachers' self-efficacy during</i></p>
--	---	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>physiological feedback can be diminished.</p> <p>8. Apart from the diverse conceptualization of IE, participants are also very much concerned about the course structure and duration. They all raise out that the training and their school work at root cannot be segregated. A tightly packed schedule might result in heavier anxiety to the participants. It seems that a more realistic course structure which balances both school workload and training in a resolution to address their concern.</p> <p>9. In the previous round of interviews, some interviewees expressed their hope that they could transfer their newly acquired knowledge to their colleagues. Ms Chan has nevertheless a flow side idea which is to invite the participants' school colleagues to attend their group presentation on what they learnt as professional development. This two-way suggestion is worth considering from the stance to benefit more teachers about the SEN training. In addition, whether or not the assessment should be purely based on the teaching performance in the practicum is worth pondering as well.</p>	<p>participants could make good utility of weekends for preparation. She as well recommended a timetable which consists of school days and tutorials clustered but she is worried that the prolongation of the course might further burden the participants.</p> <p>In addition to the try-out teaching during the practicum, 9. Ms Chan thinks that the course coordinator should transform the existing presentation into a small-scaled symposium in which the school colleagues of these participants should be invited so that the insights and experience can be shared at maximum. Last but not least, when discussing the assessment about the practicum, Ms Chan believes that the evaluation should be purely based on the teaching performances demonstrated in the practicum as in her opinion the written assignment might give her anxiety given her short-term memory.</p>	<p><i>practicum</i></p> <p><i>3.8. How teachers perceive the assessment mechanism during the practicum</i></p>
Initial noting	Interview summary	Emergent themes
<p>1. As Avramdis and Norwich (2002) figured out in the literature, the certification plays an important role in the SEN training program in which certificates could be deemed as the entry requirement for promotion. However, Ms Chan claims that her concern about the certification is more about the pragmatic skills she could render in this course. Paradoxically, she still states that an unofficial record as the threshold requirement. In certain extent, no matter which perspective the teachers are holding the certification is still an irreplaceable component in SEN training programs.</p>	<p>1. Ms Chan realises that the certification after the SEN training is crucial since it reflects the recognition from the Government and the Education Authority as well as helps build up her reputation and professional image among her colleagues and superiors. It also helps prove that she has fulfilled the requirement of the SEN training program. Most importantly, such certification is prominent in open recruitment for other schools. When being asked about the absence of the certification, she perceives an unofficial record as the threshold record as the proof for her training. At root, she values the benefits rendered from the training more than the actual certification.</p> <p>Two weeks after the training Ms Chan commented that the classroom management is the most relevant and applicable area in her everyday teaching since she is primarily handling classroom management but not actually serving in SEN team. She points out that after acquiring various classroom management skills, she is more understanding of the needs of SEN students and she has become more confident in identifying suspected students with SEN whose learning difficulties are</p>	<p>4.1 How teachers perceive the certification after the SEN training (1&2)</p> <p>4.2 The relevance and applicability of the SEN training</p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>2. Ms Chan states that classroom management skills are most relevant and applicable components in the course because they are strictly cohesive to her work nature. We can assume that how the relevance is perceived by teachers is subject to their context. In this regard, more diversified course content can address the needs of the participants who serve in different positions in school.</p> <p>3. Ms Chan has not changed much about her positive and negative comments on the teaching content of the Thematic course but she has a new judgment which is not addressed in the first three rounds of interviews: the sex education for ASD students is not that relevant. Hence, the course evaluation might not be very accurate unless it is done after a period of time of the course completion.</p> <p>4. It is apparent and evident that the Thematic course has substantially enhanced the teachers' self-efficacy mainly because of the practicum. Apart from the pragmatic skills, the participants seem to agree that developing T-S relationship is even more important in bettering their self-efficacy in handling students with SEN. In other words, the current practicum should not only focus on pedagogical tactics but also the different skills, such as counseling strategies and relationship building, should be equally looked upon.</p> <p>5. Following the comment on the strength and the weakness of the course content, Ms Chan has identified ASD handling skill as the most useful topic while administration of school-based inclusive practices the least useful. Again, such thought is based on whether or not the content is relevant to the participants' contexts.</p> <p>6. Ms Chan figures out four governing principles for the establishments of the SEN training program: time arrangement, frontline experience, school visits and</p>	<p>not fairly noticeable in class. In short, she is more affirmative towards the screening of the potential cases of the SEN students and without hesitation she will arrange transferals for assessment once the SEN students have been identified. In classroom, she has used ppts as visual aids more frequently to arouse students' learning interests in regular lesson or revisions.</p> <p>In regard of the strength and inadequacy of the training, Ms Chan has no different opinions with what she figured out in interview two in which she yet appreciates the pragmatic techniques, the frontline experience sharing and the school visits. 3. However, she finds that a topic which informed her about the sex education for students with ASD is not much relevant to her teaching context as majority of the ASD cases in her school are neither showing interest in sex nor having severe offensive behaviour in school. She at this point emphasizes that she has such an opinion merely because it does not fit her context but not irrelevant to other school contexts.</p> <p>As aforesaid, Ms Chan has become more confident in teaching students, especially those in senior form (P.4-6). 4. She recalled the P.6 boy who had been selected during practicum increased her self-efficacy in handling more mature students with SEN in her school. She is no longer overwhelmed by her unpleasant teaching experience in the first lesson when she was embarrassed by the invasive acts of the ADHD students. Most importantly, she has learnt that the T-S relationship and the teachers' authoritative images might be even more influential than what sorts of SEN instructional strategies adopted. Simply speaking, there is significant enhancement of her self-efficacy comparatively than before attending training.</p> <p>At the mention of the most useful topic which informs her SEN teaching, her comment is still the same as interview two that that the social story and theory of mind are authentic and pragmatic, which inspires her to incorporate these two elements in the Life Education Curriculum. She also appreciates the very abundant resources she was exposed to during the course. 5. When discussing the least useful topic, she finds that the administration for the IE practices and students cases transferal is not that practical because she is currently not serving as administrative position in SEN team. Again, she emphasizes that such topic could be relevant if she is serving in such position.</p> <p>As a comprehensive evaluation, Ms Chan concludes that there should be four major governing principles when establishing the SEN training program. The first one is the time arrangement in which she realises that full time block system with substitute teachers should always be placed at first priority because turning the programs as evening courses would very much pressure teachers with their packed schedule. 6. Additionally, she indicates that the tutors' frontline experience, school visits and the professional sharing from the relevant specialists in the field are irreplaceable elements in the SEN training programs.</p> <p>In terms of the most relevant and applicable components in the SEN training program, 7. Ms Chan reported that the instructional strategies, discipline management skills and curriculum adaptations are central constituents, which informs</p>	<p>(3&11)</p> <p>4.3 The comprehensive evaluation of the SEN training content (4,7,8,9)</p> <p>4.4 The change of the self-efficacy level after the SEN training (5,6)</p> <p>4.3 The comprehensive evaluation of the SEN training content (4,7,8,9)</p> <p>4.5 The perceived governing principles for establishing the SEN training (10)</p> <p>4.2 The relevance and applicability of the SEN training (3&11)</p>
---	--	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>professional sharing, which are quite similar to what the literature informs. Besides, there is an extension starting from individual (time arrangement & frontline experience) to schools (school visits) and ultimately to the outward circle (professional training).</p> <p>7. What Ms Chan addresses here should be quite recognized by other frontline teachers because curriculum (cognitive) and discipline (behavioural) are supposed to be what they concern most.</p> <p>8. Remarkably, not only is Ms Chan improving her own counseling skills in catering students with ASD/ADHD but also extending her professional collaboration with other units outside school. Here, the growth of her self-efficacy has not merely enhanced her SEN teaching in school but also her confidence and motivation in stretching out her development to outside organizations, which I think is the ultimate target a SEN training should aim at.</p>	<p>the participants the most authentic and practical tactics and intervening approaches in handling students with SEN.</p> <p>In the last part of the interview, Ms Chan mentioned that she is planning to contact a discipline school which was observed during the Thematic course for her school visit. 8. The reason for such school visit is that she has learnt to extend her networking to other schools or organisations since the multi-disciplinary collaboration is equally important as collegial collaboration inside school. Apart from extending the networking in catering learning diversity, she addresses that she lacks at present counselling skills, which are crucial in cultivating mutual trust and fostering relationship with her students. She has such a thought because there is no counselling teacher in her school except social workers who are mainly in-charge of counselling tasks. Meanwhile her school has integrated discipline and counselling teams as one, which she does not prefer since the boundary between these two teams is blurred and disables teachers in clarifying their job duties.</p>	<p>4.4 The change of the self-efficacy level after the SEN training (5,6)</p>
Initial noting	Interview summary	Emergent themes
<p>Very surprisingly the students were genuinely attentive and at most of the time they were very willing to answer the teachers' questions. It seems that Ms Chan's student really appreciated her funny and game-based approach. Throughout the lesson, Ms Chan demonstrated a variety of SEN instructional strategies, including the introduction of High Frequency Words and Syllabication, the utility of visual aids, group-based award system, gestures and lesson summaries, which were proved useful to particularly SEN students in her class</p> <p>Unsurprisingly, 7 marks was what I estimated that Ms Chan would weigh her lesson. In fact, according to my experiences and observation, her lesson has fulfilled a lot of</p>	<p><u>Lesson observation (Grade 3, English)</u></p> <p>Before the lesson, Ms Chan revised different vocabularies with her students by means by "hangman". She then asked her students to sing a song in which different phonic patterns have been seen (e.g. magic e rule). Later on she exposed her students to a set of High Frequency Words (HFWs) which again possess phonics patterns. Subsequently, she projected a ppt in which students had to identify if there are meaningful small words in big words (e.g. badminton, volleyball). Eventually, she asked every student to sort out the meaningful small words in a list of big words in 5 minutes. The lessons ended with the distribution of the dictation.</p> <p>When discussed the lesson, Ms Chan weighed her lesson as 7 out of 10. She claimed that her lesson had achieved certain objectives in the sense that students were provided a chance to learn independently. Additionally, they could review the reading strategies in a multi-sensory perspective. She figures out that students welcomed the idea of competition so the award system in her class could foster the learning motivation of her students, even the SEN ones.</p> <p>However, she mentioned that this lesson lacked interaction so she suggested adding more pair or group work to facilitate</p>	

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>criteria as a SEN English lesson: High Frequency Words (HFWs), Phonics, syllabication, group-based contest and award system, card deck drilling, visual prompts, and multi-sensory elements. As a teacher of the new generation, I observed that she focused a lot on the interactive elements and values the mutual relationships with her students. I think the three missing marks might go to her uncertainty about evaluating her own SEN teaching performances. Again, it might be influenced by her self-efficacy or the conservativeness of Asian culture.</p> <p>I am deeply surprised with her 8 marks given for the SEN training before attending it. I speculate there are two implications derived from such weighing. One is that the existing SEN training has already gained a pretty good impression on the teachers' mindsets. Another is that it subliminally reflected her passion and enthusiasm in catering students with SEN. Therefore, the one mark is just an extra to her original perception upon her passion towards her SEN teaching. In short, she seems to be evaluating her "passion" in catering SEN students rather than the SEN course itself. Definitely, some good qualities of this SEN course should have impressed her in some ways.</p> <p>I feel that Ms Chan is quite unsatisfied with the seniors or even school head in her who haven't received her SEN training. She estimated that they would have been more understanding of the frontline teachers if they had received the same training. Moreover, as discussed before, whatever positions a teacher stands is a strong predictor of perceiving the quality of a SEN program in which the correct match of the content and context might pose good impression on their overall perception upon the program.</p> <p>As aforementioned, Ms Chan is still searching her position and value in her school, which is very understandable to a teacher</p>	<p>more S-S interaction. She also added that she should have used a "giraffe"(the neck has a 3 point scale, with the longest neck indicating the loudest and shortest the quietest), which is a prop used to prompt students the suitable voice projection in class, to maintain their discipline control.</p> <p>At the mention of her perception towards the SEN training, she gave 8 out of 10 before receiving the SEN training and 9 for that right after the SEN training, two weeks after the SEN training and two months after the training. She gave 8 before receiving the SEN training because she realized that the course was what she chose to attend so she was having high expectation. She then explained that the missing one mark for right after the SEN training because she felt that the course was too packed that she had no much time to digest what was learnt. In her opinion, the course is best ended before the Christmas break. For the missing mark for two weeks and two months after the SEN training, she elaborated that she needed some time to be adapted to the school environment, which she supplemented had nothing to do with the course content.</p> <p>In general, she realized that practically she was very much inspired to use powerpoint in her lesson as a matter of fact that it allows her to incorporate relevant pictures with creativity. What is most important is that the ppt handouts would also be given to her students. She believes that such practice adheres to the nowadays teaching practice in which the handouts could be of good use in students' own revision and independent learning. Conceptually she feels that she has nourished more empathy upon students with SEN although she is deeply convinced that as a frontline teacher there are a lot of restrictions to further their SEN practices, especially when she at root has no authority nor stands in a position to decide any SEN policies in school. In fact, she feels that SEN practices in her school are not at first priority since her school is advocating extra-curricular activities and inter-school competitions to get more awards for school promotion. Therefore, only minor adjustments on SEN can be adopted.</p> <p>In addition, she worries that her extra moves might threaten other colleagues who are not much concerned about students with SEN. In her opinion, the SENco should endeavour to touch or motivate their team members to implement appropriate measure in handling school-based inclusive education. However, the prerequisite is that all SENco and school heads should receive the same SEN training she did as she posits that it is more necessary for them to comprehend the rationale, knowledge and skills acquired for inclusive education than the frontline teachers do.</p> <p>When discussed the change of the self-efficacy level throughout the four states, she defined the self-efficacy in to different context: inside the classroom and outside the classroom. For that outside the classroom, she gave 5 for before receiving the SEN training and 7 for right after the SEN training, two weeks after the training and two months after the training. For inside the classroom, she gave 6-7 for before receiving the SEN training and 8-9 for right after the SEN training, two weeks after the training and two months after the training. What makes such a difference is that she reckons that making a lesson funnier, more contextualized and interactive would undoubtedly arouse SEN students' learning interest and alleviate their behavioral discrepancies. Nevertheless, her self-efficacy deteriorates when she is asked to deal with SEN</p>
--	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>who has been teaching for eight years. She is afraid of any new planning or step in working out SEN practices might threaten others in her school. We can assume that the inner-school competition might also be a barrier to the implementation of the school-based inclusive practices.</p> <p>I am quite surprised by Ms Chan's reclarification of the self-efficacy inside and outside the school since to her SEN instructional strategies and SEN discipline control are rather diverse. According to the lesson observation, I have no doubt on how well she could deliver an inclusive lesson. Ms Chan has again reassured that a lesson with suitable SEN pedagogies could significantly improve her self-efficacy in catering students with SEN, which becomes a pillar of her belief in teaching. However, as aforesaid, when teachers are exposed to SEN students they do not know, their self-efficacy level might decrease due to the uncertainty, which gives them anxiety.</p> <p>According to my overall feeling in these five interviews, Ms Chan is a welcoming teacher who is willing to adapt her pedagogies to handle her students, particularly those with SEN. When compared with other two self-evaluation measurements, the change of the acceptance level is the most obvious. I think this is considerably understandable because the rationale behind such kind of training course is to augment the acceptance (attitude) towards students with SEN. As a teacher of the existing SEN course, I believe that once teachers are more accepting of the students with SEN, they would be more inclined to improve their own teaching or discipline management, which leads to better nourishments of self-efficacy. In short, affirmative perception towards the SEN training would lead to better teachers' acceptance of students with SEN, resulting in more eagerness to raise one's self-efficacy in catering students with SEN.</p>	<p>cases outside the classroom, especially those students whom she never met before. Furthermore, she posits that the school management cultures also attribute to change of her self-efficacy. The freer the school management style is, the higher self-efficacy she attains in handling students with SEN. Conversely, she argues that over-flexible school management culture might lower the efficiency of implementing the school-based inclusive practices.</p> <p>Upon the discussion of the acceptance towards students with SEN, Ms Chan gave 6 for before receiving the SEN training and 8-9 for right after the SEN training, two weeks after the training and two months after the training. Ms Chan points out that she basically accepts every student with SEN, except some very severe ASD students who have strong offensive acts. She mentioned that she does not hate such type of students but she tends to avoid including them in her class. She recalled she once taught a grade two ASD boy who has very vigorous, unstoppable offensive acts towards his classmates. What was even worse was that his parents spoiled and protected him by blaming Ms Chan's school on not giving him any appropriate interventions. Although not feeling pressurized, Ms Chan was rather reserved to settle this student. When comparing with her first lesson dealing with students with SEN, she feels that she tends to be more open upon inclusive practices except that she has to deal with some difficult parents, which are the major barriers affecting her acceptance towards students with SEN.</p> <p>Overall, she comments that after the course she is more eager and interested in initiating interactions with SEN students by approaching them more frequently. She will now arrange special classrooms to implement more interactive lessons without the boundary restrained by regular classrooms. She also adds that she is becoming more reflective in ponder both her SEN instructional strategies and attitudes upon her students, which always remind her why she would choose to step into the teaching industry at the very beginning.</p>	
---	---	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

Suen

Initial noting	Interview summary	Emergent themes
<p>1. Unlike YY who has positive past experiences, Suen is having negative and unhappy learning experience. However, his negative experience does not influence him in a negative way but motivates him to be a more caring SEN teacher. Therefore, there is no obvious linkage between a teacher's past experience and his acceptance of SEN students.</p> <p>2. Guiding principles such as caring and patience seem to be fundamental in supporting students with SEN.</p> <p>3. Apart from the contact with students with SEN in school, some teachers might have exposure to SEN in his family and even reflected from the teacher himself. In some ways, the impact of contact with family member with SEN is influential to teachers on the degree of how they cater learning diversity in school.</p> <p>4. Some teachers have lowered academic expectations for students with SEN because they believe that the nourishment of their self-control and interpersonal skills is the most prominent, which contradicts the ideas that every student should be treated the same. In certain extent, some teachers are dilemmatic towards equal learning opportunities and their expectations for students with SEN.</p> <p>5. It is worth noticing that apart from one's intellectual curiosity and school's decision, some teachers attend course because they want to get away from anxiety in school. It is also worth noticing that Suen, as a teacher who teach SEN students and a parent who has a SEN son, is facing pressure from his student, son and even colleagues. It might then become logical to incorporate mental care workshop in the SEN teacher training which consists of counselling service.</p>	<p>Suen has been a teacher for 21 years in which he is primarily teaching Maths, Chinese and General Studies. Looking past when he was still a primary one student, he just emigrated to HK from Mainland China. Neither could he speak Cantonese nor understand the culture in HK. Nevertheless, he met a very caring and supportive teacher who gave him extra resources from kindergarten curriculum to bridge him across the kindergarten level to mainstream primary school level. He was grateful about how his teacher assisted him and he therefore dreamed to be a teacher who one day can inspire others like his teacher did. 1. He remembered that he had been mistaken as speaking foul language in lesson when he was speaking inaccurate Cantonese. He was grabbed rudely by his teacher to the detention room who later on would see his parents. He was so afraid at that time. This lesson has always reminded him of the importance of understanding students, especially those with SEN, on the side of theirs.</p> <p>Upon his strength, 2. he described himself as being reflective and caring who treats his students like sons and daughters. He however points out that he could be very stubborn to defend his grounds and unwilling to change unless he is persuaded with concrete evidence and facts. He believed that the guiding principles of his teaching will be caring, love and patience, which would result in better motivation and encouragement for students to learn. In his 21 years of teaching, he has come across with a lot of students with SEN spectrum ranging from cognitive ones (dyslexic, ID) to behavioural ones (ADHD, ASD), (3) including his son studying in his school and being diagnosed as having ADHD, dyslexic and slower learner and himself being slow learner as well. He feels that it is important to prevent students with SEN from feeling discriminated or insulted when teaching them and it is equally important to adjust the expectations varied from subjects to subjects considering the very different yet unique abilities of every individual.</p> <p>He believes that the teaching goals for students with SEN should be (4) focusing on the interpersonal skills which help them discipline their behavior and comply with law and regulations. To achieve this, he would be spending extra time during extra-curricular activities or after school dismissal talking with students with SEN so that they would not feel being abandoned but cared. The most confident area he realizes in handling students with SEN would be his willingness to spend time understanding and communicating with them but the area he feel least confident is the time management issue derived from overspending of time on students with SEN, which might drag down his pace in managing other school affairs.</p> <p>There are two major reasons he attended this course. One is that he feels he has such a need to widen his horizon to cater the diversity in class and also his son. The another one is that he wanted to escape from the dilemma between his son and his colleague based on his colleague's unsatisfaction derived from teaching his son. He feels that he is under huge anxiety and pressure when being stuck between his family and colleagues so he considered this course being a short break to alleviate his anxiety. Not much did he know about the course content but he had a brief concept about the constituent of</p>	<p><i>1.1. The role that emotion plays in the teachers' pedagogical approach</i></p> <p><i>1.2. How teachers' guiding principles are correlated to their conceptualization and implementation of IE</i></p> <p><i>1.3. How is the teachers' disposition and understanding of IE influencing the school-based IE practices</i></p> <p><i>1.5. Teachers' intention and motivation to attend the SEN</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>6. Both YY and Suen indicate that training on catering students with physical disability is relatively less important. However, the reasons are different. YY points that teachers can be exposed to such kind of training in school development day instead of full time studies while Suen points out that such kind of training should be dedicated to specialists rather than teachers.</p> <p>7. Both YY and Suen complained about the inadequacy of government support along the implementation of IE practice. Nonetheless, the focus is different. Suen expects that Government should hire extra teachers to relieve the workloads but in vain because of insufficient funding while YY believes that extra funding might pose pressure on teachers on how they should spend it. One point in common is that there is urge for teacher training.</p> <p>8. There is a flop side opinion about how HK cultural context, such as Confucian, is related to inclusive education. Both YY's and Suen's views upon Confucian is correct, but what angle they are holding reflect a very opinion on whether or not Confucian is in alignment with inclusive education. Therefore, it is difficult to look into the relationship of cultural context and IE practice in HK.</p> <p>9. Both YY and Suen are rather conserved towards the idea of full inclusion in mainstream class (The whole school approach). They agree that students with SEN should be catered in small group setting or withdrawal classes instead of whole class. Their idea about partial inclusion plays a significant role in addressing how inclusive education is interpreted in teacher training.</p>	<p>theory and application parts.</p> <p>For the content priority, he highlighted the significance of the training for BESDN (ASD/ADHD) given that discipline issue should always be catered prior to the curriculum adaptation and SEN instructional strategies. At the mention of the training for Physical Disability (VI, HI, PD, SLI), he suggested that these areas are more related to teachers in special school setting and specialists, which are less relevant to teachers in regular school setting. Therefore, the exclusive training on PD is not as necessary and pragmatic as the training based on BESDN and CLN.</p> <p>Suen has been more familiar with the IE practice in these two years since he became a School Administrative Member (SAM). He knows that the new subsidy program will provide each SEN student with \$13,000 allowance and resources schools are assigned to aid other schools in terms of teaching materials and sharing of practice as well as development of curriculum. However, (7)he complained about the severe inadequacy of both resources, funding and teachers' support. The funding from Education Bureau is insufficient for employment of extra teachers to alleviate the workload derived from students with SEN while the teachers training ranging from pre-service to in-service teachers is severely inadequate. He points out that he has never received SEN teacher training in his undergraduate study and it is very difficult to apply for official structural training given the restricted quotas and incompatible lesson timetable. He at this point addressed that the inadequate training which result in misunderstanding is an attribute to the confrontation of his colleague toward his son.</p> <p>On the other hand, he is convinced that 8. Confucian is in alignment with inclusive education based on the notion that Confucian emphasizes that everyone should be treated indifferently and people should always put themselves into others' shoes to think in a different perspective.</p> <p>9. Suen basically agrees with the inclusive education practice but he is in doubt about the incorporation of students with SEN into the mainstream classroom in which he believes the results of doing so will be contradictory to the original rationale of inclusive education. He points out that inclusion should be subject to the school-based situations and need while the format of inclusion should be shaped to fit the needs of students with SEN in different schools. Currently the time for preparation and resources for school are heavily insufficient. Nevertheless, the inclusive education might be accomplished when these two issues are resolved.</p>	<p><i>training program</i></p> <p><i>1.4. The perceived learning content of the SEN teaching program</i></p> <p><i>1.6. How is the Government support and ideology positioned in the school-based IE practice</i></p> <p><i>1.7. How the cultural and political context correlates with inclusive education in HK</i></p> <p><i>1.6. How is the Government support and ideology positioned in the school-based IE practice</i></p>
Initial noting	Interview summary	Emergent themes
1. We can see that although all interviewees were taken to	Suen till now has found this thematic course quite pragmatic and practical to his SEN. Not only is he learning the related	<i>2.1. The perceived</i>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>the same site for observation, they had different observations based a very diverse perspectives. We can consider the school visits as a prism reflecting a wide spectrum of application. Upon such prerequisite, the school visit is deemed efficacious to enhance an individual's vicarious experience, resulting in better teachers' self-efficacy.</p> <p>2. As previously mentioned, the participants are very much concerned about the preparation and grasp of their practicum, which aforesaid is the mastery experience. In some ways, they perceive this practicum (the mastery experience) as strengthening their confidence in their future SEN teaching. A structural yet coherent arrangement and administration of practicum is hence more than necessary in cultivating proficient mastery experience.</p> <p>3. Similar to Cat, Suen also mentioned that a teacher's belief on both how willing they are to understand their SEN students' needs and how much they endeavour to cater such needs poses impact on their self-efficacy. The stronger their belief is, the higher they would perceive their self-efficacy. Now, what seems more important is how we can strengthen their belief through the SEN training program.</p> <p>4. Suen is the only interviewee who deems the paradigm shift as the most prevalent course component. He thinks that before deepening the SEN instructional strategies, teachers should first conceptually be exposed to the development of IE so as to foster their empathy towards those with SEN. Such notion is corresponding why belief is linked to teachers' self-efficacy and prioritized.</p> <p>5. Most interviewees agree that the law enforcement concerning discrimination and handling of students with SEN is the least important but Suen directs his stance to the virtues underpinned in the Chinese traditional culture that</p>	<p>theory, but also the case studies for discussion on the basis to improve the teacher-student relationship. He in particular appreciates the frontline experience the tutors share and the peer discussion in which he can compare his school-based practices with others' which informs him the latest approach in this area. Moreover, 1. the school visits enabled him to acquire more up-to-dated measures, which are highly referential to his school practice, such as the establishment of self-learning centre. He believes that a successful self-learning centre can effectively arouse students' learning interest and motivation instead of duly assigning them tasks to work on.</p> <p>On the other hand, 2. he points out that the preparation sessions for the practicum is too rushed nor sufficient for teachers to fully prepare their try-out teaching. He addresses two points for betterment. One is more preparation sessions should be provided. Meanwhile, there are four three-hour sessions exclusive for practicum preparation. Suen suggested doubling the three-hour sessions so that altogether 24 hours of preparation which weigh 20% of the total course duration will be allocated in the time table. Another recommendation is to smoothen the coherence by precisely arranging the whole day preparation sessions right before the practicum commences in the next day. Suen mentioned that the first two sessions at present were neither relevant to the practicum nor spent on the practicum preparation so he believes that a better arrangement might help participants overcome the anxiety caused by the time restraint.</p> <p>Regarding the most interesting theory learnt in the course, Suen signifies the ABC (Activating events- Beliefs- Consequences) theory, which is based on cognitive behavioural psychology. During the tutorial he was exposed to a videoed-case in which a student who is now studying in a discipline school expressed his grievance that he used to be blamed and punished very often in a mainstream school. He complained that the teachers had never investigated what happened to him but bombarded him with punishment and scolding. 3. Suen in this course learnt that the core solution for SEN students' misbehavior lies on whether or not the teachers are willing to reevaluate their belief on their students and look into the causes for such misbehavior without merely focusing on the consequences of these misbehaviors.</p> <p>Amongst all the various components, 4. Suen deemed paradigm shift the most influential constituent in the course since he realises that the transition from medical paradigm which regarded students as patient to social paradigm which stand against discrimination can nurture the teachers' sympathy and empathy in catering students with SEN. He believed that the paradigm shift changes the way how people think about SEN students. Besides paradigm shift, Suen recognized the instructional strategies to be the second most important component as they help students achieve in an expected way. According to Vygotsky, Suen believes that through scaffolding students can accomplish tasks bit by bit.</p> <p>On the contrary, law regarding SEN is the least important component. According to Suen, some students with ADHD somehow might have very violent and uncontrollable misbehavior but 5. yet teachers should not utilize law to enforce their misact. He believes that bring SEN students to court cannot help them but worsens their teacher-student relationship. Undoubtedly, teachers need fundamental understanding concerning the relevant law about anti-discrimination but apparently not about the prosecution of their irregularity. He believes that the any appeal to</p>	<p><i>strength on the theoretical component of the SEN training program</i></p> <p><i>2.6. Teachers' perception upon the arrangement of school visits</i></p> <p><i>2.2. The perceived weakness on the theoretical component of the SEN training program</i></p> <p><i>2.4. How the theoretical component of the training informs teachers' IE school-based practices</i></p> <p><i>2.4. How the theoretical component of the training informs teachers' IE</i></p>
--	---	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>love and acceptance should outweigh the power of enforcement. In deeper thought, how can the course training “move” the participants might even be more influential than the course content and the delivery.</p> <p>6. YY indicated how knowledge about SEN can be transferred to social workers while Suen signifies the significance of parental education. As aforesaid, the effectiveness of this three-way practice can be maximized. On the other hand, being backed up by the social workers and parents, teachers might nurture better self-efficacy since they feel that they well-supported by a range of stakeholders.</p> <p>7. When there is consensus about the grievances towards the Government policy upon the assessment and curriculum, there might be arising issue. Is that possible if the current SEN training can change not only the mindsets of teachers but also the officers and counsellors in charge of education in HK? Or can the existing teacher education training change the teachers’ mindsets towards the current policy? I am worried if teachers tend to be so pessimistic towards the current IE practice, no matter how outstanding the teacher training is, the outcomes will yet be in vain.</p> <p>8. Suen in interview mentioned that meanwhile he could not think of any tangible solution for Government to improve the IE practice but in interview two figured out two areas for betterment: 1. Forming up networking and 2. Extra resources and manpower. In addition to some suggestions about parents’ and social workers’ support, the reassurance from Government seems to be another major variable affecting teachers’ self-efficacy in their SEN teaching.</p>	<p>students owing to their discrepancy violates the Chinese traditional culture which prioritizes love and acceptance and turn down the expectations from the school authority.</p> <p>In general, Suen commented the course as fulfilling more than his expectations. At original thought, he expected to learn some fundamental concept about ASD and ADHD ranging from identification to assessment. Nonetheless, on top of these he had the exposure to the practicum, law, paradigm shift and special school visits which widens his horizon in the prism of SEN. Such combination gives the participant a full picture of how people interpret and conduct IE practices in a diversified way. Furthermore, 6. Suen added that parental education is a possible topic to be included in the coming SEN education program as he is deeply convinced that parents should attend workshop, seminars or training with subsidy and study leave like teachers. He believes that the more parents know about SEN, the lesser misconception they will behold, resulting in faster and better follow-ups from schools and teachers. In short, training and monetary assistance to parents help alleviate their anxiety. Parents might hence become more accepting of the current IE practice. Suen at this point explained that nowadays the early childhood diagnosis for students with SEN takes 15 months in process, which is too time-worn. He suggested shortening the time for assessment and transfer as well as arranging more interventions for SEN students during their waiting time.</p> <p>When asked to conceptualise IE, he claimed to have a wider scope than the one Education advocates. Apart from being offered equal learning opportunities, he hoped that students with SEN can be as confident and capable as mainstream students. Whereas, he thinks at present the Government has not been doing enough to fully implement IE. 7. One of the major obstacles is that at root there are no official adaptations in primary/ secondary school curriculum and university entry assessment. Very disappointedly the Government turns out to be rigorous on scrutinizing how well the schools are performing academically but not caring on how schools can be helped improve the school-based IE practice. Suen also added that the prerequisite of IE is also linked to teachers’ thoughts. He suggested that teachers should open up their minds not to require students to take any standardized tests or adopt one-size-fits-all curriculum but instead tailor-make more individualized school work for those with SEN.</p> <p>In order to facilitate a better practice of IE, Suen suggested that 8. the Education Bureau should build up regional networks or alliances consisting of teachers who received SEN training, educational psychologists, clinical psychiatrists and other specialists. Such network is effective in providing interventions and resources to those schools with less familiarity with IE practice. Simultaneously, the Education Bureau should employ more manpower to offer more assistance to frontline teachers and school administers throughout the implementation of IE. Most importantly, the Education Bureau should put more resources in preventive measures than remedial ones. With more family visits and frontline support, the grief or complaints from parents or teachers might be minimised.</p>	<p><i>school-based practices</i></p> <p><i>2.4. How the theoretical component of the training informs teachers’ IE school-based practices</i></p> <p><i>2.3. How the theoretical component of the training is related to teachers’ conceptualization of IE</i></p> <p><i>2.3. How the theoretical component of the training is related to teachers’ conceptualization of IE</i></p>
--	--	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

Initial noting	Interview summary	Emergent themes
<p>1. As an IPA methodology, the use of the visual aids helps interviewees to relate the aid to their past experience and hence provides a window to look into their mindsets which affect their psychological states and behaviours. Suen related his current situation to the picture and points out that it seems unrealistic to have the whole class' attention when compared with the wide learning diversity in his classroom. I think conceptually the hardship an individual is dealing with might be directly associated with their perceived self-efficacy.</p> <p>2. All interviewees consented that relationship building should be placed at first priority. In short, there should be a good balance the pedagogical strategies and counselling tactics constituted in the training.</p> <p>3. Ms Chan in interview three mentioned that 5 instruments and tools in catering student with ASD/ ADHD are prevalent whilst Suen referred to the use of visual aids. We can assume that the learning packages designed in the training should consist of the aforementioned elements, which can help strengthen their successful experience. However, his failing experience sources not from the practicum but the overall actual climate of the IE practice in HK. In some extent, the grasp of teachers' self-efficacy is related to the macro-environment as well.</p> <p>4. How the gender variable is related to IE practice is unknown although according to Avramdis and Norwich (2002) that female teachers are reported to be more accepting of students with SEN, Suen noticed that female teachers tend to be more well-organised than the male teachers. Coincidentally, female teachers seem to be more inclined in</p>	<p>When Suen is being shown the same portrait, he thinks that it is a tutorial delivered by a hairstylist who holds a pair of scissors in which the students are listening to him quite attentively since everyone is looking at the tutor. Suen compares this with his own lesson and discovered that 1. all students being attentive to class is unusual to mainstream classroom in HK. He at this point mentioned that there is a broad learning diversity in his own classrooms as both higher and low achievers have been allocated in his classes.</p> <p>2. During practicum, Suen indicates that building relationship and mutual trust with SEN students should come to the first priority or otherwise the lesson planned will not work properly. In addition, he figures out that how teachers lead the students in the arranged pedagogical activities and arouse their learning motivation. In this regard, he is impressed by the arrangement of practicum as a matter of fact that in a small group setting he could be given opportunities to apply the newly acquired strategies in the try-out teaching and comments by tutors on how he could better his adopted practices.</p> <p>In the discussion upon the successful experience, Suen remembered that the student selected for practicum at the very beginning resisted the teaching from all male teachers in the group but after the practicum she was willing to talk with them and recalled all their names. 3. Suen attributed the successful practices to the use of visual aids in which he is deeply convinced that visual aids can help eliminate some undesirable behaviour of those with sensory disorder. Drawing on these successful experiences, Suen learnt that the tutors did help a lot on giving invaluable comments and demonstration, such as the use of tactile aids, and he also learnt to be more understanding about the students with SEN as well passionate to try the new strategies to help those students in his frontline. Talking about his failing experience, Suen discovered that the girl selected was overwhelmed by her depression in the past so he and the whole group feel helpless in changing her pessimistic mindsets. He supplemented that all students are teachable so he in the days to come will attempt more approaches to see how the SEN students, in particular those with depression and anxiety as if the girl selected, could be counselled and catered with prompt and individualized interventions.</p> <p>When being asked to exemplify the effective teaching strategies observed from others (vicarious experience), 4. he claimed that female teachers tended to be more organizing, which is a betterment he hopes to develop in the future. He discovered that if teachers are better prepared and organized for the inclusive lessons, they could provide the SEN students with the maximum assistance and catering in much greater depth. In short, Suen thinks that students with SEN should be provided more chances to develop their diversified potentiality rather than focusing on merely their academic achievement and conformity in their behaviour. He believes that all students have shapability, which is to be explored and</p>	<p><i>3.1. How teachers evaluate their own teaching practices</i></p> <p><i>3.2. How teachers evaluate their preparation sessions prior to their try-out teaching during the practicum</i></p> <p><i>3.3. How teachers' mastery experience is related to the practicum</i></p> <p><i>3.4. How teachers' vicarious experience is related to the practicum</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>helping students with SEN because as Suen explicated teachers who are more organized are able to prepare and deliver a better lesson. In this regard, organisation skills, as Cat addressed, is correlated to an individual's self-efficacy.</p> <p>5. It seems undoubted that every single individual needs positive recognition and praise on their commitments. In order to provide teachers with positive social persuasion, probably the Education Bureau and school heads can administer various award schemes to let teachers feel they are always recognized in terms of their hard work on IE practices.</p> <p>6. I think the four interviewees have complained quite a lot the inappropriate and inconsiderate arrangement of the practicum. However, perhaps they do not know the complexity of requesting schools to entertain the practicum with usually tight timeslots being the major constraints. I think that an equilibrium between fulfilling the participants' expectations and the actual feasibility should be maintained. Moreover, Suen mentioned that a collaborative and supportive teaching team can alleviate the anxiety caused by the SEN teaching. Again, how teachers' collaboration can be further developed in the course is highlighted.</p> <p>7. As in chapter two discussed previously, one of the controversies about inclusive education is that the majority of resources and concern have been placed on students. Yet little has been allocated on teachers. I strongly agree that stress management skills should be the crucial constituent in a SEN course. I believe that when a teacher feels that s/he is overwhelmed by too much burden, there will be a decline in his/her self-efficacy regardless of how much s/he is</p>	<p>developed by teachers as a mission.</p> <p>Regarding the social persuasion, Suen was very much impressed by the positive feedback he received during the practicum. He was mainly praised on the creativity of his worksheet and slogan design as well as his initiatives to establish relationship with the students chosen. 5. He explained that every single individual needs positive feedback and recognition where teachers are no exceptions. He believed that if teachers feel that their endeavours can be recognized promptly, they will get motivated and be willing to contribute more to the inclusive practice.</p> <p>When being asked about the physiological feedback, he said 6. his happiness mainly sources from the student's improvement of her interpersonal skills after the practicum and her gratitude towards all teachers' commitments. The happy moments with this student has provoked him to ponder further how his students with SEN can be intervened and offered the same joy as if the girl received in the practicum. Again, Suen claimed that he will adopt the new approaches learnt from the practicum to benefit his students. On the other hand, he mentioned that he did encounter anxiety since the preparation for the practicum is severely inadequate and little was made on enhancing the arrangement of the practicum. He explained that the practicum sessions were too close without suitable intervals for preparation. Whereas, the major source of the anxiety is that in an unfamiliar setting he was unconfident to handle a female student who have strong resistance towards male teachers. Since he was too stressed to be assigned the teaching role, a female teacher suggested replacing him to be the teacher whilst he was mainly assigned to prepare teaching materials. He recalled that he tried to overcome the anxiety with his religion belief by praying to God. He then felt less stressed. He realised that probably such kind of anxiety might persist in his future SEN teaching but with a supportive and passionate teaching team in his school he is confident that the anxiety caused by uncertainty or unfamiliarity would be partially diminished.</p> <p>Besides the Bandura's four models, 7. Suen is convinced that stress from his family and career is an influential factor which attributes to his self-efficacy level. He upon this opinion further explicated that self-tuning and adjustments are very important in stress management. During training, he thinks that the Education Bureau should endeavour to shift the teacher participants' workload to others as relief so that they can fully concentrate on their professional development. Hence, he believed that counselling skills and knowledge for teachers are equally important as SEN students' and thus should be included in the course content.</p> <p>Apart from try-out teaching, 8. Suen should attend regular seminars to update and refresh their own SEN teaching strategies occasionally. Most importantly, teachers who have received the SEN training should form unions/alliances to</p>	<p><i>3.5. How teachers' received social persuasion is linked to the practicum</i></p> <p><i>3.6. How teachers' physiological feedback is linked to the practicum</i></p> <p><i>3.7. The additional component perceived which influences teachers' self-efficacy during practicum</i></p> <p><i>3.8. How teachers perceive the assessment mechanism during the practicum</i></p>
---	--	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>committed to the IE implementation.</p> <p>8. The last suggestion from Suen is actually backing up his previous concern about teachers' mental needs. Apart from teaching them how to tackle stress, providing them a informal channel to unleash their pressure and vent their grief might help enhance their self-efficacy.</p> <p>New self-efficacy models: belief, reflection, time management, organisation and stress management</p>	<p>circulate teaching resources and proactively form supporting network, which also serves as a platform to unleash their pressure as relaxation. Such network can be run from simplest as whatsapp groups to routine gathering. After all, as a frontline teacher Suen emphasizes that teachers' feeling should always be prioritized. Last but not least, concerning the assessment Suen much prefers the ones on evaluating their try-out teaching performances to the black-and-white assignments. He suggested considering the essay assignments as alternative ones at teachers' discretion.</p>	
Initial noting	Interview summary	Emergent themes
<p>1. It is utterly important to discern the participants' feeling after the training. Although Suen is as busy as the other three, he seems to be overwhelmed by his grief he mentioned before on the confrontation with his colleague.</p> <p>2. Here Suen is in fact paradoxical towards the certification. The electronic record he suggested is at root an alternative type of certification although he claimed such measure is on purpose of data collection.</p> <p>3. In general, the training has changed Suen attitude although he did not mention that what the most relevant area is. However, he is widely utilizing the skills acquired in the course. Here, we can see that which part of the course is the most relevant might be very important to some participants but how they are inspired and changed is.</p> <p>4. Again, both YY and Ms Chan discussed the convergence and suitable time duration of the course. However, there might be negligence about the balance between the extended training and their tasks in school, which all participants indicates that they are overwhelmed by their tight schedules during the training. A conceptual paradox again is observed.</p>	<p>When being asked about the feeling after the completion of the Thematic program, Suen claimed to be overwhelmed by the examination revision, and other teaching duties which he described as messy as 1. being in war.</p> <p>At the mention of the value of the certification after the SEN training, Suen realises that it is unimportant because in his opinion what is learnt in the course is more important. He believes that the true intension behind the SEN training is to improve the students' acquisition instead of trading a certificate. As an alternative, 2. Suen suggested utilizing electronic training record and retaining it in the Government database because it helps the Education Bureau survey how many teachers have fulfilled the SEN training requirements.</p> <p>In the discussion of the most relevant aspect in the entire SEN training, Suen realises what significantly transforms him is 3. how the SEN training program reshaped his attitude upon students with SEN. In retrospect, he used to be insensitive to neither SEN types nor how such kind of students should be catered. Now he learnt to widen his question types (The Bloom's Taxonomy) and slow down his teaching pace so as to address the needs of students with SEN in his class. Most importantly, he at present initiates heterogeneous grouping which clusters both able and weaker students for the possible collaboration between them. He sincerely hopes that on the basis of such setting, everyone in his class could lead a progressive yet collaborative acquisition.</p> <p>Having evaluated the strength and the inadequacy of the Thematic program he attended, Suen praised the convergence into the Behaviourial, Emotional and Social Development Needs elective which focuses on ASD, AD/HD and EBD as a matter of fact that these SEN types share commonalities. Suen prefers convergence into a few types of SEN because it deepens the participants understanding in an intensive yet in-depth way. Nonetheless, he was grieved by the overlapped introduction about the theory parts from various tutors and also the insufficient preparation time for the practicum. 4. A new suggestion he newly added is that the course should be extended from originally 4 weeks to 5-6 weeks since he is deeply convinced that a course consisting of theory, practicum and presentation components should at least take 5-6</p>	<p>4.4 The change of the self-efficacy level after the SEN training (5,6)</p> <p>4.1 How teachers perceive the certification after the SEN training (1&2)</p> <p>4.2 The relevance and applicability of the SEN training (3&11)</p> <p>4.3 The comprehensive evaluation of the SEN training content (4,7,8,9)</p> <p>4.4 The change of</p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>5. According to Bandura's definition of self-efficacy, self-efficacy is inequivalent to the actual confidence and competence. Nonetheless, according to all round four interviews, we can see that there is apparent linkage connecting these two aspects. In a wider scope, an internally perceived self-efficacy is positively leading to confidence, which results in better competences. Surely, this happens in the interviewees here and might not be representative to others.</p> <p>6. It is very surprising that a single incident has immediately changed Suen's comment on the relevance of a topic covered in the program. Again, the teachers' perceived relevance is considerably bonded to the teachers' hardship after the completion of the training. The evaluation upon the relevance of a course might hence be more accurate if it is to be implemented a few weeks after the training. Besides, we can also see the entrenched dilemma between the acceptance of SEN students and the unacceptance of their undesirable behaviour although all the participants know clearly their undesirable behaviours are occasionally uncontrollable.</p> <p>7. All four interviewees expressed quite diversified opinions towards the governing principles of the SEN courses. Suen is very much concerned about the preparation of the practicum, which shows that among all the components in the course he realises that the grasp of first-hand (mastery) experience is the most crucial. One of the evidence showing this is that the practicum enables the participants to reflect their best interventions to be offered to SEN students.</p>	<p>weeks for better dissemination of the teaching content.</p> <p>In regard of the confidence and competences level in teaching students with SEN, Suen indicates that he has gained a lot from the Thematic course which motivates him to discern students' diversity and customize their teaching plans. 5. In a deeper thought, he believes that his growth of the confidence and competences are rooted in his own raising reflection on the pedagogy and skills targeted at his SEN students.</p> <p>Furthering the above question, Suen was asked to reevaluate his own self-efficacy in catering SEN students. He claimed that there is a literal augmentation of his self-efficacy as the course has fulfilled his need to assist the actual needs of both his students and his son, who has also been diagnosed as having dyslexic, AD/HD and being a slow learner (notwithstanding that he himself is also diagnosed dyslexic). Such increase of self-efficacy has led to a change of reviewing students' needs from the perspective of students rather than teachers, which at root alters his entrenched value from a traditional control management to a more understanding and open-minded one which enables him to see the inclusive classroom in a more comprehensive way.</p> <p>Concerning the most and the least useful topics, Suen is pretty much the same on the paradigm shift being the most useful topic. Whereas, he has quite a fairly different opinion on the least useful topics. First, he argues that the examination adaptation covered in the course is not really useful because in his school such adaptations are prohibited by school in view of the unification and standardization of the difficulty of the examination papers. 6. In addition, in interview two he said that the law enforcement upon the SEN students' irregularities is least useful but now he claimed that it is important. Such change is caused by a recent incident in his school that an ASD student has sexually harassed other students and even teachers by touching their private parts, which arouses victims' grievances. When reporting such discrepancy to the student's parents and asking if he is now in prescription, his parents confessed that they deliberately stopped his medication, which Suen believes that what the student and his parent (lack of pastoral duties) did is unlawful. He at this point wonders if there is any related law protecting teachers and students being assaulted by other SEN students. In his opinion, schools should at one side accept students with SEN but simultaneously remind them what they should not do in terms of law and ordinances. Most importantly, the parents should also be convinced that the prescription for their children should not be stopped without doctors' approval or otherwise they are violating the law and subject to liability.</p> <p>When discussing the governing principles of the SEN training program, Suen mentioned that promotion or advertisement for the course is important because seldom are teachers available to surf the courses they could participate in. Second, he said prior to the practicum the participants should be given some time to discuss with the teachers in the selected school since he finds that their provided reports upon the students selected for practicum are inaccurate. He worried that such unclarity or mismatch might hinder the SEN students from being intervened and catered properly. 7. Technically speaking, the HKIED should maintain communication with the schools selected for practicum because Suen believes that the</p>	<p>the self-efficacy level after the SEN training (5,6)</p> <p>4.3 The comprehensive evaluation of the SEN training content (4,7,8,9)</p> <p>4.5 The perceived governing principles for establishing the SEN training (10)</p> <p>4.2 The relevance and applicability of the SEN training (3&11)</p>
--	---	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>8. Similar to Cat, now Suen talked about how assessment might restrain SEN students' academic achievements. Unlike Cat, Suen believes that what he learnt from the course is basically inapplicable in his school not because of their infeasibility but in fact his schools' disapproval. We can see that no matter it is about public assessments or in-school ones no teacher is optimistic towards how SEN students could be literally assisted by the assessment adaptations, which is at root threatening the HK school-based inclusive practices.</p>	<p>ultimate goal for the SEN training program is to offer SEN students with the best interventions.</p> <p>Last but not least, we talked about the most important component in his SEN teaching. He indicates that amongst all the options (instructions strategies, management skills, terminologies, assessment, curriculum adaptation) assessments for SEN students should be placed at the first priority since meanwhile 8. there is not much we can do to improve the SEN assessment because the one-size-fit-all way has restricted the SEN students' academic performances. In his schools, they do offer enlarged examination papers and extended time duration to students with cognitive learning needs but the adjustments are not embedded in the papers levelling, which Suen believes that is the most crucial factor to assist his student. His son once asked him if he could record his narrative instead of writing because of his barrier in writing. With such rigid and unadjusted examination system, all SEN students are losers and such failing experience will still be valid to their subsequent assessments if no adaptation is implemented. Upon such inadequacy, Suen believes that his school can lower the difficulties of the initial examination papers which help teachers possess better grasp of their real level/abilities so that they will not be put in the same class /form without considering their actual needs.</p>	
Initial noting	Interview summary	Emergent themes
<p>To me, it is so astonishing that Suen gave himself an 8 for his own lesson. I'd say this was the most boring lesson I have ever observed. To be honest, I would give 0-1 for his lesson since there was undoubtedly no interaction among students, no learning tasks or no SEN instructional strategies demonstrated. Although I really told him not to prepare anything in particular, yet I wouldn't expect to see such a lesson of bad quality.</p> <p>As aforementioned, the course evaluation will be more accurate to reflect its efficacy if it is to be done at least two weeks after the course completion since the learning outcomes might be justified in greater depth when teachers are using them in their own schools. To teachers, they know that the try-out teaching cannot really reflect their own teaching in school. Therefore, I am wondering if the teaching practices might be better if it is to be held in their own</p>	<p>Lesson observation</p> <p>Suen started his lesson with the check-ups of the answers of the exercises in their textbooks. Later on he asked his students to try some new exercise on the same page. During the lesson, he tried to reclarify some of the homonyms of Chinese. Before the end of the lesson, he awarded certain students with a tick on an excel form as acknowledgements of their efforts.</p> <p>When discussing the external application, Suen quantified it as 30%. He explained that he did extend his own SEN teaching in his own classrooms but meanwhile he has not yet grasped the familiarity with all the skills taught. He figured out that his application encompasses the proactive screening of the SEN symptoms, adaptation of curriculum, the students' mentorship program and more frequent contact with the SEN students' parents.</p> <p>When asked to evaluate the teaching performance, Suen gave himself an 8. He explained that his lesson fulfilled certain SEN instructional strategies. For example, he felt that students were provoked to brainstorm the various possible calculation methods and answers derived from the formulas. He believes that such exploration in context could strength his students' expressing competences, which is hardly attained in normal Maths lessons. He further elicited that it is utterly crucial to augment students' space for analysis in a well-disciplined classroom in which the process to work on algebra is better than the attainment of the exact answers from the formulas. On the other hand, he realized that explaining and exposing students to the contexts would be time-consuming. Therefore, the missing two marks go to the time management. He suggested either condensing the teaching content or arranging it into a double-period lesson.</p>	

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>schools.</p> <p>When comparing the self-efficacy level among YY, Ms Chan and Suen, I cannot help thinking their initial evaluation on their self-efficacy before the training. I am quite surprised that no matter which position they are now serving their self-efficacy in catering SEN students is quite high (average 7). I think one of the reasons is that most of them have more frontline experience when compared with teachers in the past when inclusive education was not advocated as much as it is at present.</p> <p>The range of the change of the acceptance as Suen addressed on acceptance is quite wide (from 6 to 9). To me, Suen is not really stubborn or narrow-minded but he has to be provided with a lot of concrete evidences in order to make him change. In this case, when he sees the applicability and relevance of the knowledge attained in the course, he changed (at least that was what he claimed) to be more accepting towards students with SEN. Upon such thought, in order to persuade teachers on the feasibility of inclusive practices, the participants who received such kind of training before should be asked to share their success “application” practices in class so that the incoming participants would have more assurance of the program.</p> <p>For the future development, I think it would be a very interesting field to see the perception of teachers who themselves possess SEN or have relatives or family members who possess SEN. I am wondering how these kinds of teachers would perceive their SEN training or school-based inclusive practices.</p>	<p>In the evaluation of the SEN training he received, he gave 7 out of 10 before receiving the SEN training and 8/9 for that right after the SEN training, and 9 for two weeks after the SEN training and two months after the training. He gave 7 before the training since he thought that he has been quite experienced in catering learning diversity given his long services in handling SEN students. He later on justified 8/9 after the training because he felt that he had grasped more theoretical foundations, screening features and behavioural irregularities of the SEN students, which he used to reject because of the tension he encountered. He realized that the course could enable the participants to discern the student learning difficulties and reflect their own pedagogies. He then explicated that he gave an extra on mark for after two weeks/months as during the training the try-out teaching is contextualized, well-arranged and “protected”, which does not reflect the reality of teaching SEN students in an authentic setting. Nonetheless, when he came back to school, he was deeply convinced that all those learnt skills were indeed authentic and pragmatic in a real SEN classroom. Therefore, 9 marks were awarded.</p> <p>When assessing the self-efficacy level, he gave 7 before the training and 8 after different periods of time. He gave 7 before the training because he thought that two decades of SEN teaching experiences had enriched his self-efficacy on the basis of his own adaptation and practice. He gave 8 after the course in different times since the sound comprehension upon the students with SEN has enabled him to put himself into the shoes of the SEN students (although he himself is also a dyslexic) and consider their needs based on their perspectives. He at this point mentioned that if he could go back to the past, he would have treated some SEN students differently.</p> <p>Upon the discussion of the acceptance towards students with SEN, Suen gave 6 for before receiving the SEN training, 8 for right after the SEN training and 9 for two weeks after the training and two months after the training. He indicated that he gave 6 before the training since he felt that it was not his own will to cater SEN students but an assignment. Somehow he even perceived that he was forced to do so. Nonetheless, after the course he has apparently enlarged his “capacity” to accept the students with SEN owing to the fact that he has nurtured more sympathy and empathy on them. He especially pitied those who, unlike the mainstream students, have lacked recognition for long. He felt that he had attained more preliminary understanding upon students with SEN after practicum. Interestingly, he gave 9 after two weeks/months of the course completion. In his opinion, the more he applied what he learnt in the course, the more acceptance he has upon the SEN students. In this sense, the amount of the practice is proportionally related to the teachers’ acceptance upon students with SEN.</p> <p>At the mention of any change in the interaction with SEN students, he claimed that he used to suppress students with punishments because he had no extra time to cater the learning diversity due to the very packed schedule. Most importantly, he used to believe that all students should be able to achieve the learning tasks and fulfill the expectations. The ones who could not do so was just because they were reluctant to perform those tasks. Nevertheless, he now has learnt to encourage his students to think more critically instead of merely complying with teachers’ instructions. He at this point added that the two columns, namely award “tick” and punishment “cross”, in the excel form offers students chances</p>
--	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

	<p>to use their good deeds to “compensate” the bad deeds.</p> <p>At last, Suen concluded that as a dyslexic he himself has the first-hand experience of how slow his learning could be. After the course, he has again pondered what the nature of learning is. He realized that never should learning process be customized nor restricted but be cohesive to their own learning pace/rhythm. Additionally, Suen reinforces that learning should be a life-long process which could happen at any time. Therefore, it should not be restrained by teachers, curriculum or assessments. He sincerely believes that a SEN student could one day learn in their own ways and pace.</p>	
--	--	--

Cat

Initial noting	Interview summary	Emergent themes
<p>1. It is common consensus that YY, Suen, Ms Chan and Cat are very reserved upon the dilemma caused by the HK examination system. Cat in this dilemma even gave up his job in a mainstream secondary school and shifted his career to a hospital school. In a coincidence that hospital school is mostly adopting individual (bedside) teaching, he regards individualized teaching might be the best approach to cater students with SEN.</p>	<p>Cat has started teaching since 1991 in which he spent the initial 20 years serving in two secondary mainstream schools and the latter 4 years serving in a medical school. He once served as a SENco as well. Throughout this 24 years of teaching, 9 years were spent on teaching students with SEN. 1. The reason he changed from a regular school to a special school is that he could no longer bear the pressure embedded in the public examination and school administration. He now teaches a wide range of curriculum, ranging from primary two to secondary six in which he adopts one-to-one teaching (bedside teaching) for those students having severe mental and behavioural disorder, such as severe ASD, ADHD, Oppositional Defiant Disorder (ODD), depression, anxiety and even schizophrenia. In some circumstances, he also teaches small group of students in special rooms of hospitals so as to provide them with certain social contact. In his opinion, he much prefers one-to-one teaching to whole class teaching because individual teaching setting is entirely tailor-made and customized to suit the need of the student with mental and behavioural discrepancy.</p>	<p><i>1.1. The role that emotion plays in the teachers’ pedagogical approach</i></p>
<p>2. With Cat, Suen, and YY past experience, we can estimate that both pleasant or upsetting learning/teaching experience might as well result in positive drive for their future commitment in teaching. Upon such observation, an individual’s self-efficacy might not be necessarily related to their failing mastery experience. It somehow depends on the attitudes as well.</p>	<p>Cat was motivated to be a teacher since he encountered a teacher who was humorous, positive, easy going and willing to adopt step-by-step teaching. He was deeply inspired by how he was taught to learn independently. He now enjoys teaching as a matter of fact that he likes to influence his students positively and see changes of students. When asked to describe his most unforgettable lesson, he recalled an Art lesson when he was studying primary one. At that time, he could not hear his teacher clearly when his teacher instructed him to sit at the back. He therefore was punished to sit near the sink in the Art Room for a year where he was splashed by water paint very often. On the other hand, he also recalled another lesson from a professor who manifested teaching as a holy mission instead of a career. 2. These two lessons have always reminded him of the significance of understanding, flexibility and being merciful.</p>	<p><i>1.1. The role that emotion plays in the teachers’ pedagogical approach</i></p>
<p>3. Most of the interviewees point out that how they are now teaching is directly related to how they used to be taught in the past. In this regard, time is required to change the entrenched value on SEN from one generation to another.</p>	<p>At the mention of his strength and weakness, 3. Cat himself thinks he is optimistic, talkative, flexible and positive owing to the influence of the good teacher he met. He also addressed that he is quite talented in Mathematics as well. On the other hand, he describes himself as uninterested in any study, hobby and especially Art. He feels that he lacks study skills so he</p>	<p><i>1.2. How teachers’ guiding principles are correlated to</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>4. Cat points out that some students with SEN, especially non-cognitive ones, could be quite talented in academics. However, due to their behavioural or mental discrepancy, they are expelled from the mainstream classrooms in which they are less likely to succeed in the public examinations. It is worth noticing that Cat is pessimistic because the failures of IE caused by the exam-driven system is very likely to trigger more and more juvenile dissatisfaction and accuse towards the government.</p> <p>5. Given the very special setting for Cat, he comparatively has more confidence in adjusting the teaching content for his student. However, he is unconfident in handling very young students. Such situation is very similar to Ms Chan's hesitation in handling students in higher forms. It there might be a topic worth discussing on whether courses on SEN should be divided exclusively for junior (such as primary schools) and senior (such as secondary or tertiary).</p> <p>6. For teachers in special school setting, it is a must for them to fulfil the minimum requirement as a registered special education teacher. However as frontline teachers, teaching students with SEN has at present become inevitable. It might be worth considering that before a teacher starts their teaching no matter in a special or mainstream schools they have to receive standard and structured courses for SEN education. The certification of such kind of SEN training might help boost teachers' understanding upon IE and SEN.</p> <p>7. Again the courses on ASD and ADHD are still deemed as the most important ones.</p>	<p>has always been underperforming in public examinations. Because of ordinary performance in school, he felt that he was neither treasured nor recognized so he correlates his failing experience to irresponsiveness of having new attempts.</p> <p>Regarding the guiding principles of teaching, Cat highlights the importance of making friends with students as he himself recalled that knowledge transfer is not the most important but establishing good relationship is. Additionally, he is always pleased to see the changes and improvement of students. 4. As aforesaid, Cat is currently teaching students mainly with serious mental or behavioural disorder. However, some of these students are actually quite talented in studying. He recalled that one of his students who is diagnosed as having ODD is very intelligent and creative. Cat feels sympathetic towards such kind of students because he realizes the government focuses too much on students' academic results without taking care of students with SEN. Such one-sidedness might further lead to more failures in the examinations, resulting in more low achievers in the society and therefore more grievances. He hence blames the current examination system on triggering a lot of social issues in Hong Kong.</p> <p>When asked to describe the teaching of students with SEN, Cat points out that it is crucial to know the students' actual competence and bridge them to their corresponding standards and levels. In order to achieve such goal, he will assess students' actual competence with various instruments and discussion so that he could adapt the curriculum and teaching materials upon a customized yet individualized way. Different from mainstream teaching, Cat will somehow take students, especially the cancer patients, to go out for outdoor learning. Cat figures out time is a constraint because his teaching period is subject to the duration of the students' hospitalization. In general, he feels that he is most confident in adjusting the curriculum and the learning materials for students with SEN in a one-to-one teaching given the job's resilience and flexibility. 5. Nevertheless, he considers himself being very unconfident in handling very young (e.g. P.1) students with severe mental or behavioural disorder in a class or even small group setting.</p> <p>6. About the reasons Cat attended the training, he said he has to fulfil the 240 hours training in order to fully satisfy the official requirement to be a registered special education teacher. Upon the completion of this course, he will then be qualified. Apart from the fulfilment, Cat himself also points out that it is also his own wish to widen his horizon upon the different types of SEN. He in the past completed Basic Course (30 hours) in 2006 and Advanced (90 hours) in 2010 so the Thematic course (120 hours) will be the last compulsory training he has to receive. Before the commencement, he has certain preliminary concept about the course content, including the different features of ASD and relevant instructional strategies for the practicum.</p> <p>Concerning the content of the SEN training, he thinks training related to BESDN, CLN and PD are all important. 7. Nonetheless, comparatively he suggests receiving training on BESDN at the first priority because teachers commonly</p>	<p><i>their conceptualization and implementation of IE</i></p> <p><i>1.3. How is the teachers' disposition and understanding of IE influencing the school-based IE practices</i></p> <p><i>1.3. How is the teachers' disposition and understanding of IE influencing the school-based IE practices</i></p> <p><i>1.5. Teachers' intention and motivation to attend the SEN</i></p>
---	--	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>8. Some teachers (like me and Cat) has a very controversial idea about the current practice of IE- it seems that the past system which allowed F.3 students to go to vocational training centres, construction and cookery schools was better than the current systems which restricts all students to study till F.6 and obtain all passes in the Core subjects to proceed to vocational centres. Although there was no inclusive practice in schools in the past, the graduates could yet “escape” from the public examinations and navigate their own career paths. Whereas, the current system which is exam-oriented is in fact discouraging the IE practice but encouraging schools to ignore students with SEN, whom the schools believe as burden in pursuing excellence in examinations.</p>	<p>encounter ASD/ADHD students discipline issues which have to be resolved promptly. For CLN, owing to the dual track system that most ID students enroll at ID special schools so the training for ID is not that prominent. For PD, Cat realizes that as mainstream teachers they are not required to receive in-depth training because most students with physical disability are catered in PD special schools.</p> <p>When exposed to the factual sheet and an advertisement about IE practice, he said he is most familiar with the new subsidy system because he once served as a SENco before so he was more sensitive to the budget and cashflow. From a perspective of cultural context, Cat believes that Confucian is in alignment with IE on the basis that teachers should choose and fine tune the teaching content flexibly according to students’ standards. From a perspective political context, he is generally positive with the government commitment in terms of both financial aids and teachers’ support. 8. When he compares the current HK education system with the past’s, he mentioned that secondary school graduates in the past used to have diversified career paths and even the underperforming students could explore their potential in different fields such as construction, car repairs, hand crafts, cookery and other non-academic industries. Nonetheless, the current examination-oriented and result-driven education system has restricted the career development of the low academic achievers, especially students with cognitive SEN. In order to sustain their survival by getting the trust of parents, majority of schools are devoted in pursuing the academic excellence and therefore neglects the importance of catering learning diversity for SEN students, who are likely to be abandoned in the rigorous schools’ competition. 9. Nevertheless, he himself cannot figure out any better solution on resolving this dilemma. One of the possible ways he deems feasible is to transform the whole education system by balancing the focus on both performance indicators and the commitments in catering learning diversity.</p>	<p><i>training program</i></p> <p><i>1.4. The perceived learning content of the SEN teaching program</i></p> <p><i>1.7. How the cultural and political context correlates with inclusive education in HK</i></p>
Initial noting	Interview summary	Emergent themes
<p>1. Cat expressed a quite special opinion – some schools, especially in special school setting, are adopting new SEN instructional strategies which teachers have never been exposed to. Such situation implies that those teachers teaching SEN students might need the training for not only knowledge but also the survival in their own schools.</p> <p>2. All participants agree that the course coordinator should widen the selection of site visits – they welcome the idea of having ID school and even discipline schools included in the pool, which implies that they believe most special schools’ practices, are worth learning and referring.</p>	<p>Cat thinks that generally the course content is fair. He thinks he has learnt a lot about interventions for students with ASD/ADHD, 1. for example, Executive Function (EF), social story and theory of mind, which are all applicable and matches the expectation from his school that simultaneously advocates EF as major instructional strategies for students in hospital school. He in particular appreciates the school visits because the school which adopts whole school approach can demonstrate certain successful practices in IE, such as assessments, facilities, interventions and planning. What is most important is that teachers can have contact with students during the school visit so that they can have an overall picture of what an inclusive school is like. Therefore, Cat praised the school visits as realistic and authentic. 2. However, Cat suggested selecting a variety of special schools for visits, such as ID schools and discipline schools, which might give teachers more insights of how manpower and resources are allocated in special school setting.</p> <p>Whereas, Cat points out there is room for improvement in both the teaching content and the mode of delivery.</p>	<p><i>2.1. The perceived strength on the theoretical component of the SEN training program</i></p> <p><i>2.6. Teachers’ perception upon the</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>3. Very differently, Cat is the only one who raised the concern upon course structure and delivery mode. In some ways, Cat believes that his learning and teaching should not be separated but integrated so that the application of those newly acquired skills can be practiced within the course contact hour promptly. Moreover, as a student in the Sen training, Cat believes that self-learning/ student-centred learning approach might maximize the learning effectiveness. In other words, the students' first hand (mastery) experience is positively associated with their learning outcomes. Apart from course structure and delivery mode, Cat is concerned about the preparation of the practicum. From the flip side we can tell that the participants are considerably engaged in the try-out teaching. We can assume that the practicum can engage the participants' attention at most. Such mastery-learning experience plays a crucial role in the SEN training program.</p> <p>4. Upon the teaching materials, Cat has shown his concern towards the utility and user-friendliness. By resumption, we can see how important and applicable the teachers consider the materials to be in their classroom teaching. After all, applicability comes first in the SEN training and is mostly concerned among participants. Cat also addressed an issue about Non-Chinese Student (NCS) since it is arising concern about having students with various cultural contexts in an inclusive setting. The integrated education for different races is not only a local affair but an international one.</p> <p>5. What Cat mentioned here is about the difference of the acceptance towards the students with SEN between the special school teachers and those in mainstream schools. Comparatively having more exposure to students with SEN, the special school teachers seem to be more accepting of SEN students. Apart from training sessions, contact with SEN students can be regarded as an influential factor associated</p>	<p>Concerning the mode of delivery, Cat mentioned that throughout the 3. whole training can be arranged intermittently, such as allocating lessons on Monday, Wednesday and Friday and allowing teachers to go back to school on Tuesday and Thursday. He highlights that such approach might allow teachers to perform some duties in school and simultaneously let them try applying the newly learnt strategies on their students. After all, at root it is not that convenient for teachers to leave their school for too long. Additionally, suggests a reallocation of contact hours in this course. Meanwhile, two school visits which last 6 hours weigh 5% of the overall contact hours whilst the practicum which lasts 12 hours weighs 10%. The remaining 85% belongs to coursework. Cat is reserved upon the predominance of the course work hours since he feels that it is too passive and unproductive to have too many teacher-centred tutorials. Somehow he feels lost when he is just listening to the tutor's presentation. Upon such situation, Cat suggested doubling the practicum to 20% and school visits to 10% and adding a 12-hour peer-reading session (10%) so that the coursework contact hours will be reduced to 60%. Cat believes that the practicum is able to provoke teachers to figure out more applications they could adopt in the try-out teaching while the school visits can expose teachers to authentic and pragmatic measures which could be considered as reference in modeling their own school-based IE practice. Simply speaking, as mature learning adults more exposure and reflection as well as try-out would be more useful and provocative than being taught on the basis of tutorials or seminars. The diversity should then not only be placed on the teaching content but also the delivery modes.</p> <p>At the mention of the teaching content, Cat indicates that there is overlapping of the content from different tutors, especially the causes, features and identifications. Cat said that such overlapping is understandable since the tutors or the course coordinators might not have a chance to review all the teaching content from other colleagues. In order to avoid such repetition, 4. Cat recommends binding all materials and handouts together into a booklet so that the overlapping can be spotted out and omitted immediately. Most importantly, the booklet can be more handy and serve as a quick reference. In short, the handout should be shifted from module-based to course content-based so that the materials would not be scattered. When comparing the most relevant component, Cat indicates that the instructional strategies should yet be prioritized while law, paradigm shifts and features concerning SEN are fundamental which Cat commented as fixed and unchangeable. Additionally, Cat also suggested arranging lessons targeted at helping Non-Chinese Students (NCS) with ASD and ADHD because cultural background of the SEN students does play a significant role in the IE implementation.</p> <p>Upon the conceptualization of IE, Cat agrees with the Government's advocacy about including individual with various strength and weakness in the society without anyone being discriminated or segregated. 5. He mentioned that all colleagues in his school are all accepting of the idea of inclusive education because serving students with mental and behavioural discrepancy is their mission. Therefore, there is not much barrier among the collegial collaboration. However, Cat states that in mainstream schools, especially some higher banding schools, the collaboration might be devastated by social factors, indicators and parent expectations towards the school.</p> <p>At the end of the interview, 6. Cat again addressed the argument that the current inclusive education practice in HK is</p>	<p><i>arrangement of school visits</i></p> <p><i>2.2. The perceived weakness on the theoretical component of the SEN training program</i></p> <p><i>2.2. The perceived weakness on the theoretical component of the SEN training program</i></p> <p><i>2.5. How the theoretical component informs</i></p>
---	---	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>with teachers' acceptance towards SEN students.</p> <p>6. Cat among all participants is the one who is the most doubtful about the paradoxical implementation of IE. He even thinks that the current practice is leading the students with SEN onto a wrong path although he maintains the perseverance in helping his students. Herein, apart from Bandura's four models I am wondering if a teacher's conceptualization is related to his/her self-efficacy in carrying out inclusive practice.</p> <p>7. Cat in the final part has a very unprecedented solution for the dilemma derived by IE, which is the readopting of the previous practice in the past that the students with SEN can sooner opt to take skill-based learning or be exposed to a wide range of non-academic training after F.3. He believes that such approach might alter the society's negative perception or unacceptance of students with SEN and even achieve the ultimate goal of the current IE practice.</p>	<p>bringing adverse effects to the students with SEN since the current education system has neglected the importance of skills and job-based training. In an examination-driven filtering system, the SEN students become losers and owing to the one-way development on academic they have not been given many choices. Cat also figures out that the term "equal learning opportunity" focuses too much on learning but not social contact and in an inclusive education he observes that most SEN students are not catered appropriately. The fairness promoted by the Government therefore becomes meaningless. On the other hand, owing to the fact that the Government focuses too much on academic results and qualifications, a university graduate with bachelor or even master degrees are flooding the job market, leading to rigorous competition. At the same time, occupations requiring skills and task-based training lack appropriate employees because the assessment system has restricted the SEN students from entering.</p> <p>Whereas, 7. if the Government alters the current practice by providing more skills training without the threshold examination requirement and also cancelling the 12 years compulsory education, the students with SEN might get more choices on their career or study. Once there are more chances for success accomplished by students with SEN, the societal acceptance towards them will be augmented, which is the ultimate outcome the current IE practice aiming to achieve. In short, the success of IE is not lying on the teacher training, resources allocation and subsidy but much more on the evolution of the current assessment system and the offer of more diversified career and study paths for students with SEN.</p>	<p><i>the teacher's collaboration skills</i></p> <p><i>2.3. How the theoretical component of the training is related to teachers' conceptualization of IE</i></p> <p><i>2.3. How the theoretical component of the training is related to teachers' conceptualization of IE</i></p>
--	---	--

Initial noting	Interview summary	Emergent themes
<p>1. When reviewing the previous interview summaries, I find that Cat is very much concerned about the dilemma between the public examination and the inclusive practice. I think this point helps explain such an opinion because he thinks that conformity and standardization is required in teaching the examination tackling skills. But is it the real picture? Can examination practices be fostered in an interactive and inclusive setting instead of direct, standardized teaching approach? If there is such an approach, will teachers' critics about assessment refraining the IE practices be settled?</p>	<p>When being shown to the picture, Cat described it as a tutor delivering a lesson in a free and open atmosphere. 1. He claimed that as a teacher comparatively he would demand more conformity and standardization in his classroom but as a student he prefers a more open and flexible classroom. He figures that if a lesson is related to an assessment, more standardization and conformity is required to make sure the students can learn to tackle examination skills.</p> <p>Cat indicated that 2. during practicum resilience and flexibility is important as a matter of fact that the adoption of SEN instructional strategies is subject to the real situation of the SEN students. There might be unexpected responses from a planned lesson while adjustments need to be made for fine-tuning. He then signified the importance of the practicum arrangement in the SEN training program by saying that as a standard qualification requirement try-out teaching should be</p>	<p><i>3.1. How teachers evaluate their own teaching practices</i></p> <p><i>3.2. How teachers evaluate their preparation sessions prior to their try-out</i></p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>2. YY and Ms Chan bring out that practicum is crucial because of its applicability and preferentiality. However, Cat perceives this from the dimension of fulfilling qualifications. Having reviewed the interview summaries, we can discover that the perspective a special education teacher varies from the mainstream school ones. In a deeper thought, there is no clear watershed separating SEN teacher education programs exclusively for either mainstream teachers or special education ones. Perhaps some adjustments have to be made in order to cater the teachers from these two streams in a better way.</p> <p>3. As aforesaid, teachers welcome the idea of having tutorials from a psycho-clinical perspectives, which informs that not every single SEN student could be catered with pedagogical interventions, but somehow need transferal to relevant specialists, which might help refrain inappropriate interventions that possibly worsens the irregularities from those with SEN.</p> <p>4. Again the relationship building has been placed in the limelight. Cat commented that games spread in the lesson help nourish the T-S interaction and learning motivation, which is worth including in the course content, in which teachers should be provoked to look into the cause of the misbehavior, not the consequences. Additionally, Cat is affirmative towards the constructive and reflective feedback which is effective in enabling him to ponder his used SEN strategies and evaluate them.</p> <p>5. As same as other participants, the positive physiological feedback is a boost to their perceived self-efficacy. On the</p>	<p>made compulsory. He added that teachers who attend the SEN training should be exposed to experiential learning in which they can gain the skills in a more practical way. He explained that he could not recall anything practical from the Basic course which does not require application.</p> <p>When discussing his mastery experience, Cat referred to his success experience when he attempted to offer a specialized toy to a student with sensory disorder. He finds that such way refrains the student from misbehaving and helps engage his attention. From this experience he learnt to 3. reflect his own teaching from a clinical or psychological perspective instead of the pedagogical one since there is no single perspective which can answer all students' irregularities. On the contrary, Cat was quite disappointed that the student could not recall his name throughout the entire practicum since he had been serving as an observer without any direct contact to the student. He considered this as the failing experience and he learned that students with SEN could be quite attentive to the teachers' appearance, engagement and the contact between them.</p> <p>At the mention of his vicarious experience, he observed that 4. cultivation of relationship between teachers and students can be initiated with games arranged in-between different activities. He believed that interactive yet amusing tasks or games lead to better SEN students' engagement. Another thing he learnt is the use of prompt cards and slogans which are appealing to students with SEN. Regarding the social persuasion, Cat was glad to have received quite a lot of positive feedback on his cautious, delicate observation and the detailed report promptly written after the observation. The tutor also praised him and his groupmates on their commitment and resilience during practicum. He deemed the feedback constructive and reflective as he learnt to find out the causes embedded in the misbehavior rather than justifying their students directly on the account of the misbehavior.</p> <p>Talking about the physiological feedback, Cat said what impressed him most was that 5. the student in the final practicum session was moved to tears. The student told him seldom was he praised by any teacher so now he is very doubtful of the praise and recognition got in the try-out teaching. However, after the practicum, the student has become much eager to share his feelings and unhappy experience which Cat feels is a regret that he could only stay with this student in such a short time. Cat indicates that the happy moment in practicum will persist even after the course completion, which nurtures his self-efficacy to cater the needs of students with SEN, although it might be quite challenging to foster relationship with them who are used to solitude or isolation by others. On the other hand, Cat said he at root did not feel any anxiety during the practicum.</p> <p>After being exposed to Bandura's four models about the self-efficacy, 6. Cat realizes that the teachers' own reflection and reorganization of their teaching practice might lead to positive nourishment of self-efficacy. He thinks these two elements can be strengthened with reflective essays and sharing in seminars, which further consolidate what they have acquired in the course, resulting in higher self-efficacy in catering the needs of the SEN students.</p>	<p><i>teaching during the practicum</i></p> <p><i>3.3. How teachers' mastery experience is related to the practicum</i></p> <p><i>3.4. How teachers' vicarious experience is related to the practicum</i></p> <p><i>&</i></p> <p><i>3.5. How teachers' received social persuasion is linked to the practicum</i></p> <p><i>3.6. How teachers' physiological feedback is linked to the practicum</i></p> <p><i>3.7. The additional component perceived which influences teachers'</i></p>
---	---	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>other hand, they would anticipate certain anxiety in the future derived from their hardship in teaching students with SEN. We should hence with caution think about how to diminish their negative physiological feedback even after the training.</p> <p>6. Apart from belief and time management, Cat raised two more elements affecting teachers' self-efficacy: reflection and reorganization. I think this is enhanced and shaped by the social persuasion that a teacher will frequently review and reflect his/her catering skills and evaluate their effectiveness by commenting his/her performances. Simply speaking, a self-persuasion mechanism.</p> <p>7. In the previous interviews, some participants raised the possible extension of the training with continuous regular seminars and tutor's school visits. Cat upon this prerequisite added that some basic/introductory training can even be provided in the school campus.</p> <p>8. Cat as a hospital school teacher is particularly concerned about the certification perhaps because he is required to receive 240 hours of training so he is proactively brainstorming how this professional training can be further specialized to suit the requirement of being special school teachers.</p>	<p>Apart from the authentic teaching experiences, 7. Cat as well addresses the importance of arranging regular seminars for participants even after the course completion in which teachers can share how they are catering SEN students in school with other classmates on a routine basis. Besides, the tutors in the course can also pay regular school visits and comment on the participants' school-based practices for evaluation and advice, although Cat is concerned about the workload of the tutors in HKIEd if this suggestion is actualized. He also recommended that some introductory programme such as Basic course (30 hours) can be arranged in schools as off-campus training so that more teachers can benefit from the training.</p> <p>When asked to evaluate the assessment designed for practicum, Cat is inclined to 8. stay neutral towards its value. For the SEN training committed to mainstream primary and secondary schools, Cat is negative towards having formal and official assessment in evaluating their teaching performance since they are not mainly designated to handle regular students. Nevertheless, for those who are serving in special school context Cat indicates that it will be much better to have a more rigorous evaluative mechanism on their try-out teaching performances. Meanwhile, Cat figures out that all teachers who serve in special schools are required to receive 240 hours of SEN-oriented training. Hence, it is logical to have a more rigorous evaluation on the teachers' practicum, which actually resembles the one compulsory to all undergraduate students as eligible qualification and requirement for graduation. Herein, Cat complemented that there should be a clear segregation on the assessments between the professional training for primary/secondary school teachers and standard qualifications for special school teachers. He also indicated that the tryout teaching for primary/secondary school teachers should be weighed in either Fail or Pass whilst the written assignments can be weighed on grades.</p>	<p><i>self-efficacy during practicum</i></p> <p><i>3.3. How teachers' mastery experience is related to the practicum</i></p> <p><i>3.8. How teachers perceive the assessment mechanism during the practicum</i></p>
Initial noting	Interview summary	Emergent themes
<p>1. Different from YY, Cat is deeply concerned about the certification upon the SEN training owing to its value as proof or recognition shown to the Education Bureau.</p> <p>2. Cat has expressed the identical opinions in interview two that the applicability and accessibility of the materials prevails</p>	<p>Two weeks after the completion of the training, Cat has attempted to apply what he has learnt in the course to his teaching. He claimed that it is not that difficult to actualize the SEN instructional strategies in class in which occasionally small changes are required. As a hospital school teacher, he in particular prefers sensory integration since he faces a lot of students who are diagnosed as having sensory needs (including him as he said) in which such kind of students are especially attentive to the toy/realia offered in class. He used to perceive this as violating school rules but now he is more understanding of the needs of such kinds of students. In this regard, he realises that he become more professional in</p>	<p>4.4 The change of the self-efficacy level after the SEN training (5,6)</p>

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>the materials themselves. Upon such prerequisite, probably the university of training agent should consider designing apps or phone software which provides teachers prompt suggestions on intervening students with SEN in a duly manner.</p> <p>3. Cat points out that lesser exposure to his students results in lower confidence level when tackling SEN students. He also associates his self-efficacy level with his knowledge and skills level, which shows a positive linkage between self-efficacy and teachers familiarity with both their students and their skills.</p> <p>4. Herein, Cat has expressed an unique idea on how the SEN terminologies reshapes the communication between the specialists and teachers. In retrospect, teachers used to perceive themselves as incapable to exchange thoughts with specialists such as EP and CP because of the lack of the terminologies and skills. Now, with more exposure to the SEN terminologies, teachers are more confident to be recognized as professionals rather than the specialists.</p> <p>5. When discussing the governing disciplines, categorically Cat suggests more student-centred approach in which they are more likely to take up the active roles in sharing instead of merely listening to the tutors. Truly, having been exposed to the inclusive practice for two decades, some teachers, notwithstanding that some are SENco, have quite a lot of profound experiences in handing students with SEN. The participants might benefit at most if they could obtain the invaluable experiences (most likely their mastery experience) from both the tutors and students. Surely, how to maintain</p>	<p>helping students with sensory integration deficit.</p> <p>About the certification upon the completion of the SEN training, Cat emphasizes the importance of attaining one in attempt to fulfil the recognition from the Education Bureau and the expectation for the career development in their own schools. Whereas, if certification is excluded, 1. Cat speculates that the SEN training will not be so promising and appealing to the teacher participants. Probably the teachers will expose themselves to more different options and more likely they will not opt to attend a four-week course although in deeper thought Cat is convinced that all teachers need structural SEN training to better their skills in pursuing excellence in catering learning diversity.</p> <p>Conclusively speaking, Cat still praises the instructional strategies rendered in the course which he finds most of them useful and applicable. He again highlights the essence of the practicum. Through being actively engaged in the try-out teaching, 2. Cat is profoundly inspired to look over the cause of the SEN students' misbehaviour instead of managing such irregularities with discipline control. This notion is especially crucial to his teaching context since technically all the students he is facing must have been diagnosed as having SEN. In other words, Cat learns to be multi-dimensional when handling his everyday teaching. On the contrary, he mentioned that the inadequacy is yet rooted in the user-friendliness and the handiness of the materials. In addition to his original suggestion that all the materials should be bound together, Cat also recommends adding further readings and other authentic materials which could be used instantly to intervene SEN teaching since he points out that most teachers prefers using instructional guide to the power points given in class.</p> <p>When discussing whether or not the attended course is influential to his confidence and competences, Cat said that he at present is mainly responsible for administrative duties and seldom is he assigned to teach so he has 3. lesser exposure to students with SEN currently. Hence he perceives himself having slight growth of his confidence. Nevertheless, he will try to associate what he learnt with what he will teach so that he can gain better confidence in catering students with SEN.</p> <p>Following the above question, Cat further explicates his betterment by saying that his self-efficacy has slightly increased. He attributed two factors to the slight growth of his self-efficacy : 4. knowledge level and skill level in which the newly learnt Executive Functions (EF) is significant prominent to his knowledge level whilst the nourishment of his skill level will take time to be justified.</p> <p>At the mention of the most useful topic, his comments are more or less the same as what he reported in interview two that the instructional strategies for SEN students and the school visits are yet the most important components in the SEN training programs. Nonetheless, he added that the understanding towards sensory integrated needs is becoming more prevalent owing to the 4. arising urge of the understanding upon sensory integration in his teaching context. With more terminologies he could learn concerning sensory integration, he is more confident to exchange his thoughts with the occupational therapists (OT) and the physio-therapists (PT) in his serving hospitals. Besides, he also figures out the</p>	<p>4.1 How teachers perceive the certification after the SEN training (1&2)</p> <p>4.2 The relevance and applicability of the SEN training (3&11)</p> <p>4.4 The change of the self-efficacy level after the SEN training (5,6)</p> <p>4.3 The comprehensive evaluation of the SEN training content (4,7,8,9)</p>
--	--	---

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>such equilibrium is yet controversial.</p> <p>6. As aforementioned, how teachers perceive the relevance of what they have acquired is mostly subject to their working contexts. Technically, it is impossible to address all the needs of all participants owing to their varied backgrounds and working contexts.</p>	<p>prevalence of sex education for students with ASD and ADHD. Meanwhile, the 3-hour session is too rushed so Cat suggested doubling it to two sessions so as to assure sufficient sharing time for both tutors and teacher participants.</p> <p>Concerning the governing principles for the SEN training programs, 5. Cat states certain underpinnings which are essential when establishing a SEN training program. First, it is utterly important to enhance teachers' exposure to pragmatic SEN skills and try-out teaching experience. Second, as aforesaid the frontline teachers experience sharing is equally important. Third, the delivery mode should be shifted from teacher-centred to student-centred in which the uni-directional lectures or tutorial should be reduced. Cat at this point indicates that a lot of attendants, particularly the SENco, who join the SEN training programs are very experienced in implementing inclusive practices. Hence, they should be encouraged to work out more presentations to share their in-depth insights so that not only do they benefit from the tutors but also their groupmates. Cat furthers this suggestion with adoption of flipped classroom teaching approach in which the teacher participants are given some problems to solve as if how the undergraduate students learn. What the tutors should do is to highlight the key features in their handouts which are specific in tackling the SEN students' discrepancies. Students can then be given time to navigate and access resources in libraries or learning centres before they present their ideas on how the problems can be solved. Cat addresses that presentation as first-hand experience (mastery experience) is irreplaceable in the acquisition process but he worries that such suggestion might make certain teachers exhausted, especially those who are quite passive.</p> <p>Last but not least, in the discussion of the most relevant and important component in the SEN training program Cat prioritizes two aspects: the updated SEN instructional strategies such as executive function (EF), theory of mind (TOM) and social stories and the SEN terminologies. 6. He has such a thought since coincidentally his hospital school is advocating EF, which is both the core component in both SEN instructional strategies and terminologies.</p>	<p>4.5 The perceived governing principles for establishing the SEN training (10)</p> <p>4.2 The relevance and applicability of the SEN training (3&11)</p>
Initial noting	Interview summary	Emergent themes
<p>As said, I myself could not go to observe Cat's lesson because of his own personal concern. However, I have no doubt on the lesson effectiveness because I myself believe that one to one individual support is a good practice to intervene a SEN student for a short period of time. Surely, such practice does have its own inadequacy: there is no SS interaction.</p> <p>What makes such a difference (6>8) on his perception of the training is the try-out teaching sessions and school visits. We</p>	<p>Lesson (A P.2 student individualized teaching in hospital school setting)</p> <p>When asked to evaluate the teaching performance, Cat gave himself a 7. He feels that he is able to cater such student with ADH on the basis on understanding their learning difficulties in a 30-minute lesson. In the lesson, he endeavoured to divide the whole lesson into a lot of tasks. For instance, he tried to paste the magnetic strips on whiteboard as an award of the students' effort. He reemphasized that one-to-one support does provide much flexibility. In retrospect, he would suppress students' behavioural irregularities with punishments or negative reinforcements. But now he would be much willing to change the interaction with SEN students with more activities. He would now somehow allow students to walk in the classroom in order to release their overwhelming energy. Conversely, he did address that it is difficult to teach writing and</p>	

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>can think in a wider horizon that not only SEN teachers are attracted by interactive activities or try-out practices but also teachers. Undoubtedly, there should be a balance between the theoretical components and students own practices (meanwhile 20%). In terms of self-efficacy theory, such finding is more valid when more mastery experiences are involved.</p> <p>I wouldn't be surprised that Cat would give such a comment because most of the skills taught in the course are valid and relevant to whole-class teaching.</p> <p>Again, all four interviewees figured out that their self-efficacy before the training are pretty much the same (average 7). We can in short conclude that the perception of self-efficacy is very much related to their teaching experiences (although it has nothing to do with their teaching efficacy in the classroom as reflected in their lesson observations.)</p> <p>Seldom did teachers talk about the importance of pre-service teacher training. Cat is correct that pre-service teacher training. However, to me, it cannot replace the inservice teacher training because teachers should always be exposed to constant training (which resembles doctors or lawyers who are constantly required to fulfil the certifications) to extend their own understanding upon SEN pedagogies or otherwise it is very unlikely for inclusive practices to be actualized in HK.</p> <p>Very similar to self-efficacy level, all interviewees tend to be quite accepting towards students with SEN (average 6.5) before the training. In Cat's case, such situation is relevant to his very special service setting. Nonetheless, I am quite surprised that Cat would give himself extra two marks in his overall acceptance after the training since he always seems reserved about evaluating his own performances.</p> <p>In some senses, Cat is quite nostalgic towards the times when</p>	<p>textual skills in a lesson which is occupied with too many activities, which are quite time-worn. In this sense, he added that he would offer follow-up sessions to achieve the writing components.</p> <p>In the evaluation of the SEN training he received, he gave 6 out of 10 before receiving the SEN training and 8 for that right after the SEN training, two weeks after the SEN training and two months after the training. He gave 6 before the training because he thought this kind of training would be not much different from there he used to attend, which focused a lot on lectures, presentations and one-sided or boring tutorials. However, after he had received the training, he was more affirmative towards the course content, especially the practicum part in which he could still remember what he was doing. In addition, he appreciated the school visit and other pragmatic issues, although he welcomed even more student-centered elements. The mark remained unchanged since he felt that there was no extra nourishment in his SEN understanding after two weeks and months.</p> <p>In view of the application, Cat realised that his own internalization of the skills is rather implicit. He thinks that he conceptually know more about the internals and sensory integration needs. He also adds that seldom does he use some skills like social story since he regarded himself as a subject teacher. To quantify the proportion of the application, he indicated that he applied 50% of the knowledge acquired in the course.</p> <p>When discussing the change of the self-efficacy, he gave 7 before the training and 8 after different periods of time. He explained that he gave himself 7 before the training as he claimed that he was quite experienced in catering learning diversity in a special school setting. After the training, he reflected that he learnt to be more understanding and concerned about their needs, resulting in more betterments in skills.</p> <p>Cat further figured out the change of self-efficacy is subject to who and why they attend this kind of training. He pointed out that some participants on purpose attended the course for promotion and qualification requirement, which does not mean they will become more likely to be accepting of students with SEN. Moreover, he emphasized that some teachers are not allowed to attend the training which lasts more than 1 week owing to the fact that some of them are assigned as administrators (e.g. SENco). Hence, the Principals are very much unlikely to accept their request to attend the training. Upon such prerequisite, pre-service teacher training on SEN is more than essential given that rarely could teachers receive the SEN training after the undergraduate study and the employment. Cat also added that the SEN training would be especially beneficial and insightful to green teachers and some in-school sharing should be held when the teacher participants have received their SEN training.</p> <p>Upon the discussion of the acceptance towards students with SEN, Cat gave 7 for before receiving the SEN training, 9 for right after the SEN training and two weeks after the training plus 9 for two months after the training. Cat gave himself 7, which is not low in accordance with Cat's sharing. He explained that in such a hospital school setting all students must have been diagnosed as having SEN. Hence, he felt that this is his mission to cater for learning diversity, resulting in</p>
---	--

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>he was still a green teacher. Throughout the five interviews, it is not the first time he recalled some successful practices in education 20 years ago. I myself am not sure if these practices really prevail the current practices but I am sure that the rationale behind these new measures are good to SEN students. The reasons why all these practices are being criticized by a lot of experienced teachers like YY, Suen and Cat are because some of the measures are inconsistent or lack back-up support. I don't quite agree that the potentialities are so difficult to be explored. For example the new "speech to text" assessment measure is a big step forward the inclusive practice that the dyslexic students are no longer required to write their ideas on the paper but their voice being converted into texts. Undoubtedly, we cannot neglect the global factor that education nowadays is more market-driven because of the falling birth rates in a lot of developed countries. To me, merely being nostalgic or submissive towards the dilemmas we are facing has cannot help alleviate such situation.</p>	<p>considerably high acceptance at the beginning. After the course, Cat claimed to have understood more features of the SEN spectrum and thus would try to recall what he has acquired in the course to help his SEN students, leading to a two-mark increment in the acceptance level.</p> <p>At the mention of the interaction modes, Cat said that currently the one-to-one setting had provided much convenience to interact with his students in depth. Nonetheless, Cat feels that he would cut down on the learning objectives/tasks for ADHD students since they very often lack attention. In addition, to ASD students, Cat mentioned that the T-S interaction required a lot of tolerance and understanding due to his comprehension upon the needs of the ASD students. Last but not least, he mentioned that overall the course would help him reflect his own teaching. In deeper thoughts, he realized that there is a need to adjust attitudes and expectations when facing SEN students. As school heads and middle managers, Cat advised them to receive such kind of SEN training at first priority and they should endeavor to expose students to more job-oriented training so that they have better preparation for their future career. At this point, Cat readdressed this preference on the old practices that F.3 graduates used to opt to proceed to skills training instead of being retained to do for the university assessment, which they could barely accomplish. He feels it is such a regret SEN students' potentialities could hardly be explored.</p> <p>After the interview, Cat supplemented that a SEN training program with good quality should consist of more pragmatic components rather than non-interactive lectures/tutorials. He exemplified the practicum he could yet clearly remember. Again, he reemphasizes that the most dilemmatic obstacle is the compulsory university entry assessment (HKDSE) in which most teachers are under pressure to discourage the students to attend the examination or even drop out the subjects so as to secure their subjects passing rates. Cat believes that it is a double-tragedy for the current education system to "squeeze" marks out from teachers and give up the SEN students by forfeiting their other chances to be explored. In short, he added that such system is wasting their invaluable time for the SEN students so focus should be placed on the nourishments of the non-academic subjects.</p>	
---	---	--

Appendix H Lesson Observation

YY

My comment	Her comment	Lesson flow	Common themes
<p>Perhaps I myself quite appreciate YY and therefore I wouldn't have imagined such a disappointing lesson. There was interaction, no learning tasks or obvious SEN instructional strategies except a ppt which was taken from other colleagues. However, the fonts in the ppt were too small that even me sitting at the back cannot see it quite clearly.</p> <p>I have higher expectation om YY because she is a SENco and all along she demonstrated her passion and enthusiasm in teaching students with SEN. If this is a lesson to be observed by her team mates, I don't think it'd be a good example in showing what she has learnt during the course.</p>	<p>When discussing the teaching performance in the observed lesson, YY gave 7 for herself. She realized that in this lesson her students are willing to comply with the teachers' instructions and therefore the lesson objectives have been fulfilled. She explained that it is difficult to arouse students' learning interest in the first lesson of the second semester. Nonetheless, she feels that this lesson could be bettered with enlargements of the font sizes. She upon this issue added that she knew this should be done but she was unavailable to do so because she just finished the field trip with her students.</p>	<p><u>Lesson observation (Grade 6, Chinese)</u></p> <p>Today is the beginning of the new semester. Therefore, the first lesson YY delivered today is an orientation which exposes students to a new book to be used in January. She first introduced a short passage to her students with a powerpoint highlighting various features and later on she asked the students to work out a cartoon thread based on the endings of the first chapter. As observed, this is a small class with 19 students in which most of them are dyslexics or possess ASD symptoms. The content and the difficulty of the passages is much easier than the mainstream grade 6 ones.</p>	<ul style="list-style-type: none"> ➤ T entered the classroom. The class is a (19 students small class with most of them diagnosed as SpLD and ASD) ➤ T asked students if they had good time during Chinese New Year. ➤ Most of the students responded yes they did. ➤ T asked students what they did during Chinese New Year Holiday. ➤ S1 answered she went to visit relatives with her family. S3 answered he stayed at home playing computer games. ➤ T told her students that she went to visit her relatives as well. ➤ T told her students that in the beginning of this Chinese Year they should be hardworking and have new plans and targets to achieve. ➤ T then asked students to take out a new book and introduced it to her students. ➤ T told her students that starting from January they would use this new Chinese textbook. ➤ T then prepared the ppt and the projector in the classroom. ➤ T started introducing the characters in the books to her student one by one with the ppt. ➤ In the ppt some key vocab and phrases had been highlighted with various colours. ➤ T read the story content to her students by lines and asked some of her students to follow reading. ➤ Before the next slide is shown, T asked the students to predict what happens in the next slide. ➤ After finished the first chapter, T asked the students to work out a cartoon thread to alter the endings of the original stories. ➤ S6 asked T about what they had to do. T explained the instruction of this task again. ➤ All students commenced the task before the end of this lesson. T walked around and checked if they needed support. ➤ T finished the lesson by asking students to support their cartoon threads and asking them to preview the second chapter of the story book.

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

Ms Chan			
<p>Very surprisingly the students were genuinely attentive and at most of the time they were very willing to answer the teachers' questions. It seems that Ms Chan's student really appreciated her funny and game-based approach. Throughout the lesson, Ms Chan demonstrated a variety of SEN instructional strategies, including the introduction of High Frequency Words and Syllabication, the utility of visual aids, group-based award system, gestures and lesson summaries, which were proved useful to particularly SEN students in her class</p>	<p>When discussed the lesson, Ms Chan weighed her lesson as 7 out of 10. She claimed that her lesson had achieved certain objectives in the sense that students were provided a chance to learn independently. Additionally, they could review the reading strategies in a multi-sensory perspective. She figures out that students welcomed the idea of competition so the award system in her class could foster the learning motivation of her students, even the SEN ones.</p> <p>However, she mentioned that this lesson lacked interaction so she suggested adding more pair or group work to facilitate more S-S interaction. She also added that she should have used a "giraffe"(the neck has a 3 point scale, with the longest neck indicating the loudest and shortest the quietest), which is a prop used to prompt students the suitable voice projection in class, to maintain their discipline control.</p>	<p><u>Lesson observation (Grade 3, English)</u></p> <p>Before the lesson, Ms Chan revised different vocabularies with her students by means by "hangman". She then asked her students to sing a song in which different phonic patterns have been seen (e.g. magic e rule). Later on she exposed her students to a set of High Frequency Words (HFWs) which again possess phonics patterns. Subsequently, she projected a ppt in which students had to identify if there are meaningful small words in big words (e.g. badminton, volleyball). Eventually, she asked every student to sort out the meaningful small words in a list of big words in 5 minutes. The lessons ended with the distribution of the dictation.</p>	<p>➤</p> <ul style="list-style-type: none"> ➤ T entered the classroom. The class is a (36 students big class with a few of them diagnosed as SpLD and ASD and ADHD) ➤ T asked students if they had good time during Chinese New Year. ➤ Most of the students responded yes they did. ➤ T asked students what they did during Chinese New Year Holiday. ➤ S6 answered she went to visit relatives with his family. S11 answered he went to UK to visit his relatives. ➤ T told her students that she had not done anything but enjoyed some rest at home. ➤ T told her students that they would have a lot of activities today. ➤ First T revised different vocabularies with her students by means by "hangman". ➤ Most of the students shouted out the answers in class. ➤ T chose a few students to answer them and they were all correct. ➤ T put in the marks for the those awarded in the groups. ➤ T then asked her students to sing a song in which different phonic patterns had been seen (e.g. magic e rule). ➤ T asked her students to revise the concept of magic e phonic rule by asking them to connect the silent e with the vowel in front. ➤ Most students followed such pattern and revise such rule. ➤ T then exposed her students to a set of High Frequency Words (HFWs) which again possess phonics patterns. ➤ All students followed the patterns to revise them ➤ T briefly rounded up the phonic rule with the students. ➤ That was the end of the phonics part ➤ Subsequently, T projected a ppt in which students had to identify if there are meaningful small words in big words (e.g. badminton, volleyball). ➤ Most students could divide the small words from the chunk of vocabularies. ➤ Eventually, she asked every student to sort out the meaningful small words in a list of big words in 5 minutes as consolidation ➤ T put in the marks for the those awarded in the groups. ➤ T briefly rounded up the syllabication rule with the students.

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

			<ul style="list-style-type: none"> ➤ That was the end of the teaching of syllabication ➤ The lessons ended with the distribution of the dictation.
Suen			
<p>To me, it is so astonishing that Suen gave himself an 8 for his own lesson. I'd say this was the most boring lesson I have ever observed. To be honest, I would give 0-1 for his lesson since there was undoubtedly no interaction among students, no learning tasks or no SEN instructional strategies demonstrated. Although I really told him not to prepare anything in particular, yet I wouldn't expect to see such a lesson of bad quality.</p>	<p>When asked to evaluate the teaching performance, Suen gave himself an 8. He explained that his lesson fulfilled certain SEN instructional strategies. For example, he felt that students were provoked to brainstorm the various possible calculation methods and answers derived from the formulas. He believes that such exploration in context could strength his students' expressing competences, which is hardly attained in normal Maths lessons. He further elicited that it is utterly crucial to augment students' space for analysis in a well-disciplined classroom in which the process to work on algebra is better than the attainment of the exact answers from the formulas. On the other hand, he realized that explaining and exposing students to the contexts would be time-consuming. Therefore, the missing two marks go to the time management. He suggested either condensing the teaching content or arranging it into a double-period lesson.</p>	<p>P.3 Maths</p> <p>Suen started his lesson with the check-ups of the answers of the exercises in their textbooks. Later on he asked his students to try some new exercise on the same page. During the lesson, he tried to reclarify some of the homonyms of Chinese. Before the end of the lesson, he awarded certain students with a tick on an excel form as acknowledgements of their efforts.</p>	<ul style="list-style-type: none"> ➤ T entered the classroom. The class is a (36 students big class with a few of them diagnosed as SpLD and ASD and ADHD) ➤ T asked all the students to take out the Maths textbooks and turn to a specific page with exercises finished ➤ T asked the ASD student who was sitting in the last row in the classroom the sums of the equation. ➤ T asked all the students to start cross-checking the answers in the textbooks with the answers written on the blackboard. ➤ All the students were complying with T instruction except the autistic S19 who were idling in his own seat. ➤ T started scolding S19 and said he could have performed better if he was willing to listen to his instruction. ➤ T then stopped crosschecking answers with students. ➤ T started asking students to try working on new exercises on the next page. ➤ All the students, who were in the groups of 4 were working on the exercises.
Cat			
<p>As said, I myself could not go to observe Cat's lesson because of his own personal concern. However, I have no doubt on the lesson effectiveness because I myself believe that one to one</p>	<p>Lesson (A P.2 student individualized teaching in hospital school setting)</p>	<p>When asked to evaluate the teaching performance, Cat gave himself a 7. He feels that he is able to cater such student with ADH on the basis on understanding their learning difficulties in a 30-minute</p>	

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<p>individual support is a good practice to intervene a SEN student for a short period of time. Surely, such practice does have its own inadequacy: there is no SS interaction.</p>		<p>lesson. In the lesson, he endeavoured to divide the whole lesson into a lot of tasks. For instance, he tried to paste the magnetic strips on whiteboard as an award of the students' effort. He reemphasized that one-to-one support does provide much flexibility. In retrospect, he would suppress students' behavioural irregularities with punishments or negative reinforcements. But now he would be much willing to change the interaction with SEN students with more activities. He would now somehow allow students to walk in the classroom in order to release their overwhelming energy. Conversely, he did address that it is difficult to teach writing and textual skills in a lesson which is occupied with too many activities, which are quite time-worn. In this sense, he added that he would offer follow-up sessions to achieve the writing components.</p>	
---	--	---	--

Appendix I GSoE Research Ethics Form

GSoE RESEARCH ETHICS FORM

It is important for members of the Graduate School of Education, as a community of researchers, to consider the ethical issues that arise, or may arise, in any research they propose to conduct. Increasingly, we are also accountable to external bodies to demonstrate that research proposals have had a degree of scrutiny. *This form must therefore be completed for each piece of research carried out by members of the School, both staff and students*

The GSoE's process is designed to be supportive and educative. If you are preparing to submit a research proposal, you need to do the following:

1. **Arrange a meeting with a fellow researcher**

The purpose of the meeting is to discuss ethical aspects of your proposed research, so you need to meet with someone with relevant research experience. A list of prompts for your discussion is given below. Not all these headings will be relevant for any particular proposal.

2. **Complete the form on the back of this sheet**

The form is designed to act as a record of your discussion and any decisions you make.

3. **Upload a copy of this form and any other documents (e.g. information sheets, consent forms) to the online ethics tool at : <https://dbms.ilrt.bris.ac.uk/red/ethics-online-tool/applications>.**

Please note: Following the upload you will need to answer ALL the questions on the ethics online survey and submit for approval by your supervisor (see the flowchart and user guides on the GSoE Ethics Homepage).

If you have any questions or queries, please contact the ethics co-ordinators at: gsoe-ethics@bristol.ac.uk

Please ensure that you allow time before any submission deadlines to complete this process.

Prompts for discussion

You are invited to consider the issues highlighted below and note any decisions made. You may wish to refer to relevant published ethical guidelines to prepare for your meeting. See <http://www.bristol.ac.uk/education/research/networks/ethicnet> for links to several such sets of guidelines.

1. Researcher access/ exit
2. Information given to participants
3. Participants right of withdrawal
4. Informed consent
5. Complaints procedure

6. Safety and well-being of participants/ researchers
7. Anonymity/ confidentiality
8. Data collection
9. Data analysis
10. Data storage
11. Data Protection Act
12. Feedback
13. Responsibilities to colleagues/ academic community
14. Reporting of research

Be aware that ethical responsibility continues throughout the research process. If further issues arise as your research progresses, it may be appropriate to cycle again through the above process.

Name(s): Mr Hastings Chim

Proposed research project: Teachers' perception towards the SEN training in HK and its implications to the training models

Proposed funder(s): /

Discussant for the ethics meeting: Mr Anthony Chow

Name of supervisor: Dr Jo Rose

Has your supervisor seen this submitted draft of your ethics application? Y

Please include an outline of the project or append a short (1 page) summary:

The central research question in this study is how SEN teachers perceive what they have learnt in SEN courses is related to their teacher self-efficacy. Bandura's (1977) self-efficacy theory posits to comprehend one's perceived ability to perform a specific series of actions. This study aimed at investigating SEN teachers' perception of their acquired training in promoting/downsizing their self-efficacy. According to the literature review in chapter two, there could be multi-constructs upon the formation of teacher self-efficacy, including the adaptation of their instructions, teaching materials, nurturing their students' self-learning strategies and customizing appropriate learning activities to cater for learning diversity in SEN classrooms (Avramidis & Norwich, 2002; de Boer, Pijl, & Minnaert, 2011). Nonetheless, the concern on their SEN teacher education training is still at their top priority in this issue because SEN teacher training is deemed as the major appropriate intervention to alter SEN teachers' negative attitudes towards IE and enhance their teaching self-efficacy (Hadadian & Chiang, 2007; Florian & Rouse, 2009).

In order to answer the central research question, practically it has to be furthered into five micro research questions: RQ1: How do the SEN teachers perceive the existing SEN training generally? RQ2: How do the SEN teachers perceive the theory component and the practicum components specifically in the SEN training? RQ3: How do the SEN teachers evaluate their self-efficacy with reference to their perception of the training components from RQ 1-2 after the SEN teacher training?

With the IPA methodology, four teachers educating SEN students will be invited before

the commencement of an Advance course for catering for learning diversity offered . The selection of the four participants will be based on the criteria and purposive sampling strategy, which fulfils the standard of IPA methodology. One of the prerequisite is that the research participants are sharing their individual experiences within the same phenomenon (Miles & Huberman, 1994). The phenomenon herein can be regarded as the identical training experience. The researcher will also collect the demographic data, including their age, gender, qualifications and teaching experiences, although these do not belong to the sampling criteria.

In order to obtain a comprehensive yet a naturalistic data input from the participants, a short briefing, five interviews and a lesson observation will be conducted throughout the whole data collection process. The following will be the details

Meeting	dura tion	Timeli ne	Focus	Timeline (tentative)
Briefing	45 mins	Before the study	<ul style="list-style-type: none"> ● Provide the participants with background information about the study ● Explain several terms and terminologies to the participants 	● 7/9/2015 – 11/9/2015
1 st Interview	30 mins	Before the trainin g	<ul style="list-style-type: none"> ● Investigate their general perception about the existing SEN course ● Answer RQ1 	● 14/9/2015 – 18/9/2015
2 nd Interview	30 mins	During the theory and termin ology part	<ul style="list-style-type: none"> ● Investigate specifically how the participants perceive the theory part in the training ● Answer RQ 2 	● 30/9/2015- 7/10/2015
3 rd Interview	30 mins	During the practic um part	<ul style="list-style-type: none"> ● Investigate specifically how the participants perceive the practicum in the training ● Answer RQ 2 	● 9/10/2015- 14/10/2015
4 th Interview	30 mins	After the whole trainin g	<ul style="list-style-type: none"> ● Investigate how the participants perceive the whole training comprehensively ● Investigate how the participants perceive their SEN teaching self-efficacy level after the whole training ● Answer RQ 3 	● 16/10/2015- 23/10/2015

Changes Which Established Teachers Experience After Inclusion Training and the Effect of These Changes on Their Inclusive Practices

<i>Lesson observation</i>	<i>30-45 mins</i>	<i>A month after the training</i>	<ul style="list-style-type: none"> ● <i>Investigate how the participants interact with their SEN students in the classroom setting</i> ● <i>Answer RQ 3</i> 	● <i>16/11/2015-23/11/2015</i>
<i>5th Interview</i>	<i>30 mins</i>	<i>After the lesson observation</i>	<ul style="list-style-type: none"> ● <i>Ask the participants to reevaluate their SEN teaching self-efficacy</i> ● <i>Corroborate their reevaluation with their opinions in the 4th interview</i> ● <i>Answer RQ 3</i> 	● <i>16/11/2015-23/11/2015</i>
<i>Discussion part</i>	<i>pending</i>	<i>After the data collection</i>	<ul style="list-style-type: none"> ● <i>Synthesize the findings in the interviews</i> ● <i>Find out the possible modifications for the existing SEN teacher training programs.</i> 	● <i>23/11/2015-22/12/2015</i>
<i>Member check</i>	<i>45 mins</i>	<i>After the researcher's interpretation</i>	<ul style="list-style-type: none"> ● <i>Verify the transcripts and the interpretation of the researcher</i> ● <i>Supplement or erase ideas in the interpretation based on the participants' willingness</i> 	● <i>23/12/2015-31/12/2015</i>

Advocated by Smith et al. (2009), the data analysis should comprise an iterative and inductive cycle (Smith et, al., 2009), which is devised to facilitate non-linear straightforward thoughts and the diversified horizontal assessments of such thoughts by initiating the process with open-ended and multi-faceted research questions. The researcher would adopt a six-step data analysis as suggested by Smith et al. (2009) for the interpretation upon each interview in which an IPA researcher should assure scrutinized and detailed analysis of the first interview prior to further proceeding to the latter ones. The process of such six-step data analysis are 1. Reading and re-reading; 2. Initial noting; 3. Developing emergent themes; 4. Searching for connections across emergent themes; 5. Moving to the next cases; 6. Looking for patterns across cases. Upon the completion of these six steps, the summative table generated in Step 6 would eventually be converted into a narrative account based on verbatim extracts and in-depth commentary retrieved from transcripts.

Ethical issues discussed and decisions taken (see list of prompts overleaf):

1. Researcher access/ exit

In this study, the researcher will play the roles as the interviewer, the interpreter and the analyst. As said, the researcher adopts six semi-structured face-to-face interviews, including a 30-minute member check interview, which is a process for participants to

verify the transcripts and the researcher's findings.

A the researcher access, it is crucial to develop a friendly and caring to make the participants feel eased during the data collection process, all six interviews will thus take place in the offices or conference room of their workplaces, which are supposed to be their most secured environment. Undoubtedly, the researcher can also propose to let the participants to choose their preferred venues at their discretion. The first interview will commence with a protocol comprising some icebreaking questions and subsequently five to seven open-ended interview questions in which the researcher will adopt an responsive interviewing approach (Rubin, H. & Rubin., 2012).A written informed consent (pls see the attachment) should have been obtained prior to the implementation of the interview. The selection of research participants is purely on the basis of their idiographic background, such as teaching experience, age and the types of serving schools, which is highly relevant to the research topic. The recruitment will be initiated via emails and telephone invitations.

The researcher exit will be accomplished by means of member check, which will be implemented upon the completion of all the interview transcripts in which the participants can amend them and even delete some lines or alter the interpretation when it poses threat on their career or reputation. Simply speaking, the researcher will endeavor to ensure that all participants are well-grounded in the whole story.

The researcher, in this study, has no authority upon any participants and therefore they will be treated indifferently throughout the whole study. Last but not least, prior to the publication the researcher will send the participants a two-paged overall summary about the findings of the research to inform them the implications and outcomes of this study and acknowledge their participation.

2. Information given to participants

In consideration of the respect for the SEN teachers, all of them will be invited through emails (the recruitment letter, pls see the attachment) and phone invitations, which consist of the research purpose, the procedures and the provision of their preferred time slots for the conduction of the one-to-one interviews. Additionally, the researcher will seek consent to audio-taped the interviews. Moreover, since this study involves some terminologies regarding the SEN field, a briefing explaining to them the whole study plus the jargons used and informing what is expected from the interview will be arranged for the participants, for it is crucial to let the participants to be exposed to the topics covered and know what they are expected to respond. At root, the interviews might be concerned about their own perception on their teaching competence, which might cause them difficult feelings. Last but not least, all the interview time slots are to be scheduled by the participants at their convenience and preference. After their confirmation, the finalised interview schedule will be sent to them via emails.

3. Participants right of withdrawal

All the participants could withdraw in the whole study at any point of the project, which is explicitly stated in the recruitment letter and the consent form. No financial compensation or disciplinary consequences will be posed on their withdrawal.

4. Informed consent

Prior to the data collection, the participants will receive an informed consent (pls see the attachment) which consists of all the necessary information regarding the study and the rights for withdrawal at any time of their preference. Before moving to the next interview, the researcher will seek an individual and separate written consent so as to acknowledge their participation plus the confirmation on each interview. The ongoing consent can also act as the reminder to the participants that they are always in control of their participation instead of the researcher.

5. Complaints procedure

Should the participants want to raise complaint issues or know more about their rights in this research, they may contact the researcher's supervisor Dr Jo Rose at email : jo.rose@bristol.ac.uk and Ms Wan Ching Yee, the officer of the ethical issues for research at the email.: wan.yee@bristol.ac.uk. The participants could send Dr Rose and Ms Wan an email anonymously if they wish to.

6. Safety and well-being of participants/ researchers

Since the researcher is also one of the tutors for the aforementioned SEN course the participants will attend, the researcher will be utterly cautious to separate the role as a tutor and a researcher. He will therefore on the information sheet guarantee that there will be no effect or influence on the participants' instructions, grades and other teaching activities in regard of what they will express in the interviews.

Furthermore, the member check will be implemented upon the completion of all the interviews transcripts and the researchers' interpretation. The primary focus of the member check is to ensure that the participants could scrutinize the transcripts and the interpretation so that they can amend them and even delete some lines or alter the interpretation when it poses threat on their career or reputation. Undoubtedly, the researcher will endeavor to ensure that all participants are well-grounded in the whole story. Inevitably, it is expected that the participants during the sharing might revive some negative feelings, such as dismay, frustration and grievance, when being asked upon their unsatisfactory or even failing training experiences. The researcher will be prepared to terminate the interviews when the participants categorically express negative feeling (DiCicco-Bloom & Crabtre, 2006). If such cases need urgent support, the participants can reach Mr Steven Chu, who is a counsellor in the Special Education and Counselling Department in HKIEd, at 852 2948-7287/ 852 9710-0997 to receive consultation and mental support in such scenarios promptly. In addition, the participants upon request are also allowed to delete any constituent of the transcript and the result findings when they perceive that these information may pose threats on their career or well-beings. The transcripts will be shown to the participants two weeks after the semi-structural interviews for the accomplishment of member check, during which they could reassess the accuracy of the interview transcripts and delete any statement which they feel unsecured or uncomfortable.

7. Anonymity/ confidentiality

The interview data will be de-identified. Pseudonyms will be utilized in the transcripts in this thesis and any information which could identify the participants will be eliminated. To manifest the acknowledgement for the participants, they could choose their pseudonyms at their discretion.

8. Data collection

Briefing

It is an inevitable ethical issue for the researcher to invite all participants to have a simple briefing in their preferred setting (e.g. teahouse, non-working hours). Some refreshments will be provided. Participants at this stage can inquire whatever they are in doubt and withdraw the invitation at any point they prefer. The primary focus for this briefing is to allow all participants to have background understanding upon the entire study and its flow, which is a crucial step to cultivate the relationship between the researcher and the participant

Interviews

All the interview time slots are to be scheduled by the participants at their convenience and preference. During the interview, the participants could amend their opinions at any moment they prefer and even halt whenever they are reluctant to continue. In case of any retelling of the experience of their grief or grievance, the researcher will take the initiatives to ask them if they want to continue in the interview. To better secure their well-being the researcher will seek their on-going consents before moving to the next interview.

Lesson observation

Inevitably the lesson observation might cause certain pressure on the participants so it is imperative to prevent the participants from being stressed. Upon such prerequisite, the participants will be assured that the lesson observation is purely on discussion and reflection purpose rather than assessing their teaching competence. Additionally, the participants will be acknowledged that all the records regarding the lesson observation will be confidential and merely accessible to the researcher's supervisor, the researcher and them. After the research, the records will be as well discarded. Notably, the lesson observation records themselves will not be data for the collection but they serve as the prism reflecting and synthesizing the data for this research.

9. Data analysis

As aforementioned, the researcher will adopt a six-step analysis process which is disciplined by the double hermeneutics. Ethical issues which would arise in the data analysis stage would be how the participants might be able to verify their transcripts and the researcher's interpretation. Member check is hence unavoidable.

Upon the completion of these six steps, the summative table generated in Step 6 would eventually be converted into a narrative account based on verbatim extracts and in-depth commentary retrieved from transcripts. The first version of the transcripts and the researcher analytic interpretations will be reviewed by the research participants, which is part of the member check so that the researcher would be able to reflect and

amend the transcripts or accounts accordingly.

10. Data storage

For the privacy of the participants, the recordings and transcripts will only be stored in the home PC of the researcher. All the information will be encrypted with a password which is only accessible to the researcher. To avoid the data loss by chance, all the information will be backed up in another portable thumb drive which is also encrypted with another set of password and will be stored properly in a safe container in the researcher's office.

11. The Personal Data (Privacy) Ordinance (Cap. 486)

All the information and data is to be encrypted with a password and secured by the researcher. Upon such prerequisite, all the research participants are reassured that all the data will only be made accessible during the study and meetings with the researcher as well as the researcher's supervisor and strictly prohibited to other parties. It is moreover a very important issue to expose to the participants how the data will be utilised by informing them that what they will respond in the interview may be quoted in detail in the research. Nonetheless, the researcher will endeavour to diminish the identifiability of the quotes to keep the participants anonymous.

12. Feedback

The feedback for this study is mutual, spontaneous and to be provided at any point of the study. It is explicitly and clearly remarked in the information sheet that the research participants could always provide the researcher with their feedback which might smoothen the flow of the interview and raise their concern upon any inquiry. Last but not least, as aforementioned the researcher will give the participants a summary of the research findings to give them feedback of the research and acknowledge their participation and contribution to the academic practitioners.

13. Responsibilities to colleagues/ academic community

With interpretivist approach, the researcher might be able to comprehend the participants' feelings, attitudes as well as perceptions which constitute, affect and even anticipate their acts and motives in the specific context (e.g. societal and public issues) for the data collection (DiCicco-Bloom & Crabtree, 2006). Drawing on such notion, the researcher might be able to navigate possible modifications for the existing SEN teacher training programs or even more exploration into the existing societal and public issues, such as the very controversial Inclusive Education Practice in Hong Kong. The potential implications of this study might hence be able to contribute to any agents, such as Education Bureau and universities, which offer SEN training and the special education community globally. All the findings and outcomes will be shared through conference, seminars and conferences both locally and globally upon the needs of the practitioners in the SEN field.

In order to comply with the Belmont's principle regarding the beneficence, the researcher will acknowledge all the participants' contributions by prioritizing their voice in the study. They are expected to benefit when reflecting on the perception and the

reception of their professional training in view of the sharing of their teaching experience. On the contrary to confidentiality and anonymity, the SEN teachers might always want their voices, or even grievance towards SEN training fully heard. The researcher might therefore take up the responsibility to represent their experiences in various discussions initiated by professional communities and practitioners whenever it is desired by the participants by identifying the participants in the research and inviting them to present their opinions in appropriate seminars and conferences.

14. **Reporting of research**

The data collected will be presented in my doctoral dissertation, at conferences, and in academic publications.

If you feel you need to discuss any issue further, or to highlight difficulties, please contact the GSoE's ethics co-ordinators who will suggest possible ways forward.

Signed: (Researcher) Signed: (Discussant)
Date: 15-5-2015